

The Modern Language Journal

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REACHING THE INDIVIDUAL*

(*Author's Summary.*—An appeal for attention to the individual as opposed to mass instruction.)

IT IS not my wish to try to report here any vast pedagogical experiment which has given exciting results. New type tests fail to stir me. Great blocks of figures with wriggly graphs produce no emotion. Investigations nation-wide with useful and momentous findings do not kindle me. In spite of taylorisation of industry and government, I still cling to the belief that in our realm of teaching there is no field for Robots to cultivate, and that the process of educating still remains a simple business affecting only a teacher and a pupil, attaining its high point of efficiency, not when mechanical method operates on mass, but when individual reaches individual, or, better still, when individual reaches himself.

In the long run, we are all of us willing to admit that education best which results in the capacity at self-directed effort, and the desire for it. I like what President Moody of Middlebury College said of a truly educated man:

Remember the man who defended his habit of talking to himself on two grounds: his enjoyment of hearing a sensible man talk, and his enjoyment of talking to a sensible man. A truly educated man loves to teach himself because he enjoys a good and eager pupil, and he loves to work because he enjoys studying under a good teacher.

The question for us is perhaps not so much what we can teach or how we can teach, but rather, and more sincerely, how can we teach the student to teach himself? Or, proposed in a fuller deeper sense, how can we guide the student in his fragmentary contact with us and our little specialty of a subject to become somewhat his best

* Address delivered before the French section of the meeting of Modern Language Teachers at Chicago, May 3, 1930.

self? We have often forgotten this in the past, and our methods have correspondingly shown the effects of what might be called their fallen arches.

In the library of Columbia University can be seen a curious little pamphlet, not so old as many volumes in that great caravansary of books, since it bears the date of 1749. It has a curious title: "*Some Serious Thoughts on the Design of Erecting a College in the Province of New York Shewing the Eminent Advantages of a Liberal Education*," and its author drapes an occupational incognito about himself by signing: Hippocrates Mithridate, Apothecary. In this curious thirteen page tract, the writer makes some naïve prophecies and unrealizable claims for higher education. We, who are almost two hundred years away, can judge how widely from the mark this prophet has strayed. This is what with quaint spelling he proclaims:

"While I am thus surveying the future Generation, methinks I behold a glorious multitude of Statesmen and Heroes, Philosophers and Orators rising before me, and blessing the Founders of that memorable Academy to which they owe their Usefulness to the Publick. I fancy them congratulating themselves that they were born in happier Times: When a polite education is accounted an Ornament to a Character; When the embroider'd fop, and the ruffled Dunce are the Objects of Dislike and Aversion. . . . The liberal Sciences not only make a moral conduct lovely and rational, but absolutely essential to a finish'd character. . . . A well-regulated Academy will therefore cause a surprising Alteration in the Behaviour of our young Gentry. A Beau will not be obliged to confess himself guilty of a thousand Immoralities he never committed, in order to recommend himself to his Companions. . . . As for that Refin'd Politeness of soliciting People to ~~climb~~ Bumpers—it will vanish at the Dawn of Learning as the Stars before the rising Sun. . . . No one will therefore have the Front to value himself upon his drunken Frolicks; nor dare, as at present, glory in his debauchery. . . . AND as the Fair Sex (with reverence be it spoken) make it their Study to render themselves with those Qualifications which they find in greatest Esteem among us; and which will soonest crown their ardent Wishes, by delivering them from the woful Condition of old Maids, and unespous'd Virgins. . . . Instead of whispering private scandal, they will expatiate on literary subjects; and in the room of idle Tattle, and sing-song Conversation, a Vein of good Sense delivered in eloquent Language will run thro' their enchanting Discourse. . . . BUT what prodigious Advantages may we not expect from a liberal Education, with regard to Politicks? OUR publick Stations will be filled with men of superior Sense, and invincible Resolution; with those glorious Fathers of their Country, whose Bosoms glow with patriot Virtue, and are impenetrable to the most alluring Offers that are inconsistent with the publick Weal. . . .

The reading of this hopeful Utopian proclamation leaves a sadness or perhaps a soreness of spirit. Why, one asks, is it impossible to expect of our educational system the accomplishment of turning into fine men and women the embryos it receives to fashion? How is it we fail to inspire our young people with a high sense of purposeful living? Why this obvious lack of spiritual or character values in our work? Is it drab teaching? Is it a drab generation? Or are we bucking the impossible by trying to educate so many? Is America's grandiose experiment at universal higher education bound to fall of its own sheer weight?

Personally, I am driven back to the conclusion that when we are teaching such masses, we are really under-educating. I retreat always to the position that, like religion which we also are prone to produce in revivalist masses, education is a distinctly individual process because we must eventually enable each student seated before us, if he is to be truly educated, to direct himself in the subject in which he is working under our guidance. This is putting the teacher's aim realistically, some would say idealistically. Now each one of us knows in his heart how terribly short he falls of that elementary achievement. We, in language work especially, have failed for years and are only now beginning to wake up to the immensity of our lost opportunity. We have been so busy with method for several decades that we have almost forgotten for what ultimate purpose we were educating. Instead of making the mechanics of teaching an aid to this self-directive aim of the class work, we have let our view become distorted by foreground notions of the importance of procedure according to the latest code. We have choked up personality, wrapped away ultimates, and instead we have been dealing with petty tricks of the trade, till we have developed teachers, who like any county-fair conjurer, can wave a magic wand over a class, which will then spout a few foreign phrases, colorless, without sentiment, and promptly subside into an endless apathy when the magician cloaks his wand. What has happened in the individual mind of the students of this class is a vague mystery of which the well-meaning teacher is scarcely aware. The obvious trick, however, has been accomplished, class interest maintained, the period pleasantly spent, books covered, exams passed. The residue, presently, like coffee grounds, will vanish down the sink. At the worst, if the class

results have not been so successful in index value, the teacher may imitate the North Carolina State College professor whose class in electrical engineering received an average of $12\frac{1}{2}\%$ in one of the examinations. When the students went to the recitation room the next day, they found this note on the door:—

"The papers from the class are the poorest I ever got in twenty years of teaching. . . . It would be wise not to bother me for the rest of the week, which I must pass in humiliation and prayer."

More of us would do well to assume an attitude of grief-stricken humiliation if we could measure our results on some individual basis years after the student has left us. If each of us could embrace at one glance all the students that have sat before us and see thermometrically how far above freezing the influence we exert, I fear the frigidity of the result would be devastating. But we don't have to look to the future diminishment of our appeal to most of our students. Look at them right now. In a publication sponsored by a prominent fraternity and sent to alumni members to acquaint them with what the active members were doing for the honor and glory of the society, the matters of academic interest are treated in the following significant order:—Football, basketball, track, tennis, tennis extra, swimming, soccer, outing club, musical clubs, band, managerships, publications, dramatics, scholarship, ping-pong. It is due to our unceasing effort that scholarship thus noses out ping-pong from what is known as the cellar-position in student interest; but, it is also legitimate to wonder by what devious ways we have become like that.

I am inclined to think that the blame can be squarely placed upon our mass education experiment and its inevitable standardization of product. In my worst moments I get a Fordian vision of a great moving belt on which sit our students, to whom as they pass rapidly by us, we the stationary school teachers, affix little strips of knowledge. The belt never stops. We punch the time clocks of terms or semesters as they roll us ceaselessly on, and our own gestures become mechanized with the same tools. Gone the spirit, the zest, when routine finally conquers and orders. This is as true of our universities as it is of our high schools. Perhaps more true. It is a commonplace to say that the degree of Doctor of Philosophy has become something in the nature of a trade-union

label in the United States. Our graduate schools today, instead of being centers of research, are thronged with eager degree seekers who go through the motions of taking courses in order to get the approbation of the job dispensers. On our faculties, similarly, the true scholars with expert knowledge and general broad culture and that lovely geniality characteristic of a student of the true humanities, are being replaced by experts of a narrower type with more limited outlook and unrelieved seriousness, people who fit more snugly into deeper grooves of specialized knowledge and who rarely look beyond the confines of what Dante in his "Inferno" would call their *bolgia*. *Malebolge* would be more fitting. All this specialization is to a skeptical mind like mine a pure evidence of taylorization, the process where the letter thriveth and the spirit perisheth. In pointing out this gangrene of the particularization or pulverization of human knowledge which has invaded our universities, I cannot help thinking of the biological possibility these grooved habits of mind represent. Remember that biologically structural adaptations finally result from the performance of some particular function. Have you not already noticed how different a professor of millinery or of the uses of nainsook already looks from the one who is head of the department of Latin derivatives in *-ata*?

Pray do not believe that I am pleading for a return to less scientific values in teaching. Rather am I asking that our method consider the need to mold character as well as mind. It is good to note that in a few of our great institutions, authorities are making frantic efforts to restore teaching to its pristine quality of impact of teacher on pupil. Thus we have the hopeful experiment of the super-college at Wisconsin, the honors system at Swarthmore, and the recent tutorial colleges at Harvard. Let us not forget also that for many decades we have had the small independent colleges which have given us many great spirits.

One of the most significant recent developments in our own field has been the Chicago system of encouragement of individual reading power at an early stage of the learning process. This does touch personal interest and make possible ultimate use of the study barely begun, basing the work on a powerful motive that we have long neglected. I hope Professor Bond, the originator of this method, will someday publish his findings with reference to what

his students do with their language five or ten years after they have left the academic contacts. I am none too sanguine of the results but I think they will suggest ways of perfecting the present system, perhaps of extending it into the post-college life of the student. This indeed would be a high degree of individualization and continuation of the intellectual influence of our subject.

The high school faces most imminently this problem of avoiding methodization, routinization, mechanization, of the educational process. For it, there is no relief in sight because public money is already overdrawn in graft and waste and will be for centuries, till our whole system of private profit breaks down, much as secret diplomacy and forty thousand ton dreadnaughts are inexorably being relegated to the past. It takes money, much money, to make real teachers and to keep them. To me it is a constant source of wonder that there are so many good teachers under present circumstances. It is not only a proof of the vitality of the breed and its fitness for survival, but also a promise for the future when again teaching will come into its own. There will be no job holders, no drifters, fewer patient young ladies waiting to be married, fewer lawyers in the bud. Teaching must become again a sort of Abelardian priesthood reserved for an intellectual élite inspired by a deep sense of humanitarian mission. It will be highly paid. With such a company routine and method, though useful, will never be a paramount issue. They will be relieved by honest government of the need of brushing the lives of several hundred students each day. The mammoth beehives of schools will be replaced by smaller units more frequently distributed, and gradually, the process of mass higher education will disintegrate into simple master and pupil penetration. Boys and girls will not be sent away to private schools, since all schools supported by public taxes will be in a manner of speaking private, and their activity attain a high degree of individual application. Education will in time become a process as individual as our dreams.

No two people ever dream the same things. No one ever dreams the same things twice. Even Pharoah changed from kine to ears of corn. Dreams are perhaps the most distinctively personal experiences we have today. We study *en masse*, we worship in droves, we eat in hordes, we cinemize in multitudes. Even our private functionings such as bridge playing and love making have

no specific character, both being subject nowadays to contract. But we do have our dreams. You may laugh at my visions of the tiny schools of several centuries hence, but they still remain the desire of my imagination, much like the Utopia of my Hippocratic apothecary.

Recently, *Les Annales*, a Parisian literary weekly, published an extra number called: *LE RÊVE DE MA VIE*, in which various great French men and women were asked to state the dream of their life. It is interesting to contrast the answer of Henri Bergson with some of the other replies. He says simply:

Je suis bien obligé de dire que pour l'ensemble de ma vie je n'avais pas formé de rêve. Je me suis borné à accomplir de mon mieux, au jour le jour, des tâches qui s'imposaient. J'ai peut-être évité ainsi quelque gros désappointement, et j'aurai alors fait, sans l'avoir voulu, un bon calcul. Que n'ai-je quelque chose de plus intéressant à raconter!

Whereas Emile Henriot states:

Le rêve de ma vie? Eh bien! c'est d'en avoir toujours un, qui ne se réalise jamais et qui me donne ainsi l'illusion qu'il y a perpétuellement quelque chose de mieux à désirer. La meilleure manière de regarder loin devant soi.

And Colette:

Le rêve de ma vie? Et que ferais-je d'un seul rêve?

And Alexandre Arnoux:

J'ai fait, dans mon enfance, trois rêves: Aller à Pampelune. Passer une journée d'été à Oxford. Voir un crépuscule d'hiver sur Pittsburg. Pourquoi ces rêves? Je l'ignore. Mais ils viennent du plus profond de moi-même. J'ai réalisé les deux premiers, qui, miracle! ne m'ont pas déçu; j'ai trouvé ce que je cherchais. Il ne me reste que le troisième. Qui me fournira l'occasion de vivre un soir de Décembre à Pittsburg? Pourtant j'espère et je tremble. Car, après, si je n'ai plus de rêve irréalisé, que deviendrai-je?

I should like so much to have teachers preserve like Arnoux one unrealized dream,—but to preserve it and to know it is there. When for a whole week a teacher has run dry, has experienced a succession of uninspiring classes, has wearily watched the passing in and out of the youngsters, my diagnosis is quite likely to be that it is a case of dreamlessness. It is in the vein of the illustrious *Annales* that I should prescribe for the tired teacher with the blurred vision an attempt to glimpse again the *rêve de la vie*. Perhaps some day I shall be able to compound and manufacture

dream pellets more effective than Mother Sills Remedy. I should prescribe two taken without watering before each class you face. How transforming of the class room experience when the teacher begins the adventure of the day with a vision of the glorious game with both mental and spiritual hazards at stake, instead of the usual sense of routine and its inevitable consciousness of frustration!

We teachers have a hard row to hoe but we shall somehow accomplish our mission much better, even under the present burden of schedule and numbers and professional clutter, if we can preserve the zest of the work we are doing with one of the greatest forces of human life. Education! The adventure of leading out the individual. There are men and women to whom this adventure appeals more than the security of routine. No other field of endeavor affords greater opportunity for personal relation with more marvelous potentialities than we have with our young living materials. I am not speaking here for any patented method—but instead, seeking to prod open our shells of matter of fact, to throw off our bushels so that the spirit may gleam and be unhindered in its play of light. I ask for that precious quality in our daily teaching which we are too prone to lose in the process of years, namely, youth with its energizing vitality. Let no student exclaim of us in the way one youth in an Eastern college lamented, after having heard a young man speak in Sunday Chapel:

Why was it that he could think of no man on the faculty (whose age was at all near that of the speaker) who could speak as that young man had spoken? Why was it that no fire burned behind their eyes?

In a recent analysis of the qualities of those individuals in nearly two hundred colleges who are known as "great teachers", I discovered much to my chagrin that their numbers according to subjects taught ran as follows:

More great teachers, 68, were reported in the field of English and English literature than in any other field; mathematics ranks next, 57, followed by philosophy, 44; Greek, 42; Latin, 40; history, 36; biology, 30; chemistry, 29; Bible, 24; science, 20; education, 17; social science, 13; German, 12, and psychology, 12.

I, a teacher of Romance Languages, do not enjoy dwelling too long on the implications of this table of greatness. I can merely point it out to you, my colleagues, for maturer reflection. Perhaps

you will decide, like me, that we must re-examine the ultimate values in our work, become once more imbued with a transcending vision. Method, placement tests, graphs, all the paraphernalia of routine, must be merely the hidden foundation for the rearing of that house not built with hands but eternally the home of the eager spirit.

HARRY KURZ

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FOREIGN LANGUAGE STUDY AND INTERNATIONAL GOODWILL

(*Author's summary.*—Foreign language study, as nothing else does, leads to that understanding and appreciation of foreign peoples so necessary as a basis for international goodwill.)

OF ALL the factors which should influence the shaping and the molding of our curriculum, present and future, two are outstanding. The one is the foundation upon which the *internal* safety of our nation is to rest in days not far distant; the second has to do with our *external* safety and the future place of America in the commonwealth of nations. The first is the emphasis on character building, in order that the average citizen of future America may be of the type to whom the internal fabric of government and citizenship may be safely entrusted; while the second is the only method yet devised which can measurably postpone the coming of war and bloodshed, namely—the building up of international goodwill.

The value of this factor has been nowhere more definitely voiced than in the thoughts and words of our present national leader, Herbert Hoover. In a recent speech on the subject he said: "Men of goodwill throughout the world are working earnestly and honestly to perfect the equipment and preparedness for peace. But there is something high above and infinitely more powerful than the work of all Ambassadors and Ministers, something far more powerful than treaties and the machinery of arbitration and conciliation and judicial decision, something more vital than even our covenants to abolish war, something more mighty than armies and navies in defence. That is to build the spirit of goodwill and friendliness, to create respect and confidence, to stimulate esteem between peoples—this is the far greatest guaranty of peace."

In this growing effort to "build the spirit of goodwill and friendliness" the teachers of America are fast taking a leading part. This is as it should be. But it is not enough for incentives toward world peace and friendship to be occasionally brought to the fore as secondary elements in an appeal for Near East Relief or Red Cross projects, or on occasional special days of the year. If we expect this spirit to be built into the future generation, we must build it into the present curriculum.

There are but two natural core subjects with which such subject matter is in any vital way connected. These are history and foreign language study. In the case of history, the attitude and deeds of the foreign nation are often unfavorably contrasted with those of our own, and in all cases they are taught against a background of the English language. It is thus an unnatural method of approach, and oftentimes a chauvinistic one, to study a foreign country through history. (I regret the fact that cultural geography is not a more usual subject in our higher institutions of learning.)

It has been my experience, and one that has been confirmed by many writers and travelers, that one only begins to understand a people when one understands their language. Only in this way do we find ourselves in the proper "*milieu*" or "*ambiente*," and may begin to comprehend many of the whys and wherefores of foreign policies and reactions. I can remember many occasions, during my incumbency of a diplomatic post, when a better knowledge of the language of the country, on the part of some of our representatives and citizens residing there, would have eliminated countless petty arguments and controversies.

Friendly feelings are often a direct result of a word in the foreign tongue. I remember, for instance, becoming the object of a sudden access of friendship, when it was noticed that at a patriotic ceremony I was singing the words of the Chilean national air in the native Spanish. One cannot sing the words: "Y tu cielo de flores bordado, es la copia feliz del Edén" without feeling and interest and friendship for the country to which these words refer. Again, I recall a difficulty with a passport and customs inspection abroad, which melted away when the inspector learned that I used to teach Italian in a college in America. Similarly, my request for an old newspaper, when I enter an American place of business owned by Italians, has often resulted in a better-tapped pair of shoes or an extra-nice selection of fruit. The mere dropping of a word in a foreign language will often act as an "open sesame", and the face of the foreigner brightens up, as he asks, "Ah! Can you speak Italian?"

It is in vain, from the point of view of international goodwill, to rely on the increasing groups of tourists that stream annually across the ocean and through Europe. The tourist who visits a foreign country without a knowledge of the language might almost as

well travel through the country blindfolded, for most of the value of the country is undecipherable to the one bereft of the language key. It is impossible to get in any English translation the feeling which is inherent in the French of the "Marseillaise", and one views Italy with a new eye after having studied Dante. The distorted view which many monolingual tourists obtain is not far different from that secured by the American woman who remarked that the thing which most charmed her in France was to "hear the French pheasants singing the mayonnaise", or the man who said, when asked if he had been in Paris, "I am afraid you'll have to look at the labels on my trunk".

To the boy or girl who has studied French, on the other hand, France means something more than just a certain colored spot on the map; geography and history become vitalized, and the same thing occurs with regard to the national habits and customs of the French people, especially with a well-trained teacher at hand to point them out and interpret them.

We teachers who believe in developing the international spirit, for whom foreign language is something more than a mere tool, should beware of neglecting this opportunity. Let us not give up any of our own stock-in-trade. "The building up of the spirit of goodwill and friendliness" and the "stimulation of esteem between nations" is an innate part of *our* subject. Let us by all means maintain its importance in the field of foreign language study. Personally, I should like to see in the revised curriculum a broader type of "try-out" course in foreign language which should embrace all the world languages of prime importance, and at the same time act as an entering wedge to pry off the layer of self-satisfied chauvinism which now tends to insulate our youth against the influence of the doctrine of world-friendship; such courses, by introducing him to foreign culture, should result in a gradual but certain coming of "peace on earth, goodwill to men."

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POPULARIZATION OR PROSTITUTION?

(*Author's summary.*—Limit the number of high school pupils studying French because the majority of pupils have no present or future need of French; nor is it likely to be of cultural value to them.)

ONE of the reasons for the hue and cry over wastage in present methods of teaching French is that in popularizing the subject we come very near to prostituting it.

French teachers themselves have a good deal of responsibility for spreading the notion that French is a great commercial asset, a job-getter; the last war gave the man-on-the-street the notion that it "came in handy" to know how to speak it; there is a vague idea of social prestige that urges the fond parent to make Bill "take" French; and the idealistic teacher, the intelligent parent, the reformer in education, all do their share in stressing the enrichment of personality that comes from the acquisition of the language and knowledge of the culture of France.

So the high-school classes in French are opened to hordes of boys and girls—no, hordes of boys and girls are steered into the French class rooms—on the assumption that for one or another of the above reasons, they all need, and are able to take, what the teachers of French have to give them.

As a matter of fact, the majority really do not need French, never will need French; and a considerable proportion, because of a bent for other things, cannot learn, in the time allotted to the subject in high school, enough French to make it worth while for them to give their time to it. Both these types of pupil consciously or unconsciously realize these things, and therefore do not take the matter of learning French very seriously. You cannot blame the youngsters.

In the face of the masses, we teachers dilute the subject-matter, resort to ridiculous time and energy-wasting devices for artificially jazzing up interest, in order to make some progress from day to day with the class as a whole, and not have such over-whelming casualties at the end of the term that the tax-payers will raise Cain. A perusal of the newer high-school texts employed in many large cities will help convince you of this. They are lively, entertaining; but they are based on pedagogical principles that apply to children in

the grades—sound principles and effective, but designed to amuse children, not to train adolescents. Yet the direct method does not necessarily apply only to children.

Are the motives valid for crowding French classes with good, bad, and indifferent pupils? Will it equip them to earn a living; will it otherwise “come in handy” for them; does it make for social prestige, even; will it do its share in the enrichment of personality? Is it justifiable on these grounds to give every one in the high schools a chance at French for two years at least; to dilute the portions served each day, so that all may have a taste?

As to the commercial importance of a knowledge of French: the average high-school boy or girl will not go into the professions. He will not be a doctor, a lawyer, a scientist, nor a scholar. In the business world, it is not the average person who rises to the position of French representative. And our high schools must represent and cater to the average. It is rare that a commercial institution, even with extensive foreign connections, has great need for an American employé who, in addition to dispatching routine work, can handle French. Take any of the large American banks with branches in Paris. Not a great many of the American clerks speak French; and when they do, it does not make an appreciable difference in their salaries. The low wage-scale of interpreters is, of course, notorious.

Pick up the *New York Times*, the *Chicago Tribune*, and run down the Help Wanted columns. You rarely find any one advertising the need of a French-speaking employé. Go to any of the large employment agencies in New York, Chicago, Baltimore, New Orleans, three of which cities are seaports, and try to get a job on the strength of being able to handle French. It is very probable that you will not get it. The writer has tried, often. French is not an appreciable asset to the wage-earner.

As to French “coming in handy”: Yes, if one takes a trip to France, it's a satisfaction to show off your French in spite of the hotel keeper's smiling persistence in answering in English. But the trip to France of the average high-school pupil is so far in the future that his high-school French will by that time be buried deep in the subconscious, and it would take a Freud to fish it up to the surface. Then, of course, if there should be another war, and you want to set the high-school youngsters to preparing for it right now, French for

the masses is probably a good idea; but in that case you would have to specify a war on French soil, or insist on a French ally, or a French enemy, so the children could use their French.

As to social prestige, for that is a vague but wide-spread motive: one gets so little opportunity in a country like the United States to show off one's French that it is very likely to have been forgotten long before the occasion arises, if it ever does.

Now for the intelligent and entirely justified motive: the enrichment of personality that comes from the acquisition of knowledge of the language and culture of another, rich civilization. To the boy or girl going on to serious university work; to those endowed with aesthetic sense and intellectual curiosity (and this aesthetic sense, this intellectual curiosity, is at no time more apparent to the teacher than during its timid, quivering beginnings at the adolescent stage); to those who have already given proof of mental power: to such boys and girls French should be poured out in generous doses, artistically, and with infinite pedagogical skill. Their pace should not be slackened, their interest lessened, through the process of diluting and of jazz methods. For the others there is a vast number of other courses in the curriculum these days to equip them not only with educational essentials but also to provoke their interest and pleasure in learning.

Do you honestly think that the average high-school student, any more than the average man on the street, will reach the mental and emotional life level where he will get keen enjoyment from reading Montaigne, even Lamartine, in French; that he will master the musical harmony, attain the mental suppleness, get the muscular readjustment that makes speaking French a sheer joy? He will not; and where would the world be if the average man did spend most of his time that way?

The average high-school student has a pretty hard time with his English. If he can with difficulty be taught to feel the aesthetic value of English literature, what is the justification for hoping that his emotional powers and intellect will pierce through the swathing mists of a foreign idiom to a knowledge and appreciation of a far more profound literature?

Weed out the high-school French classes, on the basis of ability and purpose. That is one of the best ways of decreasing waste. At present, we are "popularizing" French, we are spreading the no-

tion that it is highly important to everyone, available to all. Yet it is precisely this "all" who, when they reach man's estate, will tell us tactlessly, yet truthfully, that they "*had* French for goodness knows how long, but never got a thing out of it."

This may seem an insidious attempt to undermine democratic education; or it may only appear to be the dark vapours arising from the discouraged stew of the past semester's teaching. Actually, it is an effort to point out that we of the teaching guild might, if we could select with more discrimination the plastic material upon which we work, stamp upon it a more nearly perfect and more permanent imprint.

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A NEW APPROACH TO PRACTICE IN READING A MODERN LANGUAGE*

(*Author's summary.*—The length of the period of study by the majority of pupils is a major consideration in fixing the objectives of modern language courses. The ability to read is generally recognized as the first goal. Investigations in teaching children to read the mother tongue provide material of value to modern language teachers and suggest a technique for the development of skill in reading a foreign language silently.)

NOT LONG ago I was present at a meeting of the French teachers of a state association on the Atlantic seaboard at which the topic of discussion was "Reading." Two college men and a secondary school teacher were the speakers. One of the college men illustrated how he used brief assignments in *l'Abbé Constantin* as the basis for oral work and for vocabulary study. The other discussed at length translation in its various familiar aspects, and spoke with pride of his success in having his third year college classes do as much as thirty pages weekly in addition to class assignments. The secondary school representative gave an exposition of a procedure whereby, on a basis of intensive study of a French text, pupils may be brought to speak and write French correctly as a preparation for successful and accurate reading. There was no time for discussion of these papers but one might assume that they represented the various view points of the French teachers present. All three speakers adopted as their point of departure the very careful study of a small amount of material. None of them considered the length of the period of study by the majority of their students, nor asked whether there was any connection between the time element and the abilities which their pupils might be expected to develop.

No data are accessible for that particular state but for the regular high schools of an adjoining state, in which conditions are certainly as favorable, the following situation prevailed in the spring of 1925:¹

* Presented at the annual meeting of the New England Modern Language Association, May 10, 1930.

¹ Wheeler, C. A., and others: *Enrollment in Foreign Languages*, pp. 276-277.

| | | | | | |
|--------|------|--------|----------|------------|-------|
| First | year | modern | language | enrollment | 3,594 |
| Second | " | " | " | " | 2,839 |
| Third | " | " | " | " | 364 |
| Fourth | " | " | " | " | 160 |

The third year group is about 10% of the first year group and less than 13% of the second year group, and the fourth year group is less than 5% of the first year. In the latter state most pupils begin a modern language in the 11th grade so that only two years are possible for the great majority. The speakers at the meeting in question were ignoring the realities when they overlooked entirely the fact that the choice of valid and attainable objectives must precede any consideration of method, for, however valuable the procedures they advocated may be for a course of longer duration, we have no reason to believe that in two years they lead to the ability to read, except in a very definitely restricted sense of the term. Furthermore none of these speakers considered the meaning of the word *reading* as applied to students of a modern language. To one of them it is, in the classroom at least, the equivalent of translation. He accepts explicitly the view of the Committee of Twelve that practice in translation is a necessary first stage, and appears to think that this first stage extends throughout the school and college period. The other two speakers undoubtedly regarded reading a modern language during the school period as an exercise to be done in very small units and in subordination to other kinds of activity. The perusal of a book or of several books as a means of access to the content, just as a pupil would read for entertainment *Treasure Island* or a translation of *Monte Cristo*, was certainly quite foreign to their thinking. When pupils "read" in the classes of these instructors they engage in a detailed study of a small number of pages, which are then analyzed in class, either to prove that the pupils have read them or as a means of gaining practice in other than reading activities. The effect of this kind of reading practice is indicated in a passage from a recent monograph devoted chiefly to a laboratory study of reading in the vernacular: "It is altogether probable that the constant emphasis of the schools on analytical reading may set up a general tendency in the mind of the pupil that he is not doing his duty by a book unless he is perusing it slowly and laboriously and in a fashion which aims to find something in the passage other than the straightforward meaning. Most teachers

assign lessons of such brevity as to make it clear that pupils are not expected to do much reading."²

Another writer in the same field comments on the fact that high school freshmen are expected to spend as many as eleven weeks in "reading" *Ivanhoe*, and that high school seniors devote ten weeks to reading *A Tale of Two Cities* and eleven weeks to *Macbeth*. He adds: "If we would develop a taste for reading good books, we must not make the process of reading them so painfully slow and laborious that the student is discouraged."³

With respect to New England we have quite definite information on the length of time that pupils remained in modern language courses for 1925,⁴ and it is safe to assume that the relative figures have not changed appreciably since that date. According to the figures given by the schools reporting, about 44% of modern language beginners drop the subject after one year. Slightly under 24%, which is a larger proportion than for any other group of states, go on through a third year, and between 3% and 4% complete a fourth year. These figures apply only to public secondary schools. Since New England is the home of many college preparatory schools, it is likely that these figures would be relatively more favorable still if this wing of the modern language population were added in. However, the modern language enrollment in the public secondary schools bulks so very much larger than in the private institutions that we need lay no great stress on this element in the situation. The total national enrollment in modern languages for the private secondary schools reporting in 1925 was only 11% of that in the public secondary schools for the country as a whole.⁵

To put the figures another way we find that in New England in public secondary schools the various foreign language groups were distributed as follows between the years of study:⁶

| Years of Study | 1 | 2 | 3 | 4 |
|----------------|-------|-------|-------|------|
| French | 53.3% | 30.2% | 14.3% | 2.2% |
| German | 58.5 | 35. | 6. | .5 |
| Spanish | 60. | 31. | 7.5 | 1.5 |
| Latin | 49.5 | 29.1 | 13.2 | 8.3 |

² Judd, C. H. and Buswell, G. T., *Silent Reading, a Study of the Various Types*, pp. 58-60.

³ Brooks, F. D., *Applied Psychology of Reading*, D. Appleton, 1926, p. 135.

The conclusion from these data is quite obvious. More than three fourths of those who begin a modern language in the public secondary schools of New England discontinue the subject after two years of study and only 56% continue for as long a period as two years. Therefore modern language teachers of this region must ask whether their efforts during the first two years shall be centered on objectives that may be attained in some concrete way by the majority of their pupils in that period of time, or on the development of skills that can reach a stage of usefulness only in some later phase of the pupils' careers when accident or unforeseen circumstances may again subject them to a pressure to take up and continue their learning of French or German or Spanish. It is natural to suggest that this will happen in the college years of many secondary school pupils. I have no basis for knowing what percentage of those who begin a modern language in a secondary school ultimately enter college, but we have definite evidence to show the proportion of college freshmen with two, three, and four entrance units in modern languages who actually elect further work in that field. The table for New England⁷ is as follows for 1925:

- A. Number presenting 2 units, 2757.
Number continuing a modern language, 1270.
- B. Number presenting 3 units, 4228.
Number continuing a modern language, 2645.
- C. Number presenting 4 units, 278.
Number continuing a modern language, 101.

It is clear that only a small proportion of any modern language year-group in the public schools enter college, and that in the case of only one of these groups did as many as half of the entrants continue their modern language during the freshman year in the New England colleges that reported. Consequently it is not safe to formulate the modern language program of most secondary school pupils on the chance that the known brevity of the period of study in secondary school will be compensated for by one or more years in college courses.

⁴ Wheeler, C. A., *op. cit.*, pp. 323-324.

⁵ *Ibid.* p. 365.

⁶ *Ibid.*, p. 353.

⁷ *Ibid.*, pp. 432-433.

If, therefore, we accept the principle that every non-continuing pupil who "passes" the second year modern language course should have achieved a certain minimum of attainment in useful skills and abilities, we are forced to the conclusion that, even in New England modern language teachers must regard the first two years as a unit which is more likely than not to be the only one of its kind in the pupil's school experience.

II

Before drawing any further conclusion, it may be useful to refer to the wide range of ability and of knowledge encountered in almost every class. One third of the class, perhaps, learns everything that the teacher and textbook present. The lowest 10% to 15% learns far less. The median pupil in the group stands well above a "passing" grade. It may be that the lowest 10% in a given case cannot be expected to rise even to a minimum standard of success, but aside from this contingent we can hardly be satisfied unless all the others attain the *minimum* aims of the course as judged by their ability to do certain useful things with the language. Therefore in the discussion that follows it must be borne in mind that I have definitely in mind the language fortunes of those pupils who fall below the upper third of the class and yet above the varying percentage that for various reasons do not rise to even a modest level of real attainment.

The first step in formulating a modern language program on this basis is to select the valid and desirable linguistic objectives that may be attained by all pupils who can and will progress to such a moderate stage of achievement. The evidence on this point bulks very large, too large to be reviewed in detail on this occasion. But we may sum it up by saying that of the four so-called direct linguistic aims—the ability to read the foreign language, to understand it when spoken, to speak it, and to write it in conformity with current usage—the first two are the only ones in which we may expect attainment by a *large majority* of our pupils to rise in two years to a degree of skill that will make the successful group relatively independent in the foreign language. All will, of course, make in addition a beginning toward attainment of the other direct linguistic objectives, and some of them will make very considerable progress in this direction, but I am concerned less with the ablest

group, which will profit by any reasonable type of program. At the same time, however, a complete discussion of the teaching situation would lead us to consider what a wise administration might do to differentiate the upper third or fourth of our pupils from those of lower linguistic attainment, by allowing them to fall out of the present lock-step arrangement, which makes the number of semesters in the subject almost the only basis for classification.

If, then, we may be allowed to posit at least the ability to read the foreign language as an *irreducible* end-result for all members of the two year course who are worthy of the name, how shall we interpret the term, *read*, and what will be the method of attack?

I dare assert that most of the readers of this paper went through with a translating stage that lasted two or three years or even longer, and then discovered to their surprise that this process of translating, whether silently or aloud, was unnecessary, and that they could understand directly a sentence or a page in the foreign language in much the same way as when reading a text in English. Some were forced into this new type of performance by the pressure of large reading assignments in college classes; others, whose personal interest in foreign authors, lured them on to read considerably, stumbled accidentally on the fact that they were taking an unnecessary step; still others, fewer but more fortunate, were led to suppress translation on the advice of a teacher who was discerning enough to know that until the translation stage was passed the pupil could not be said to be *reading* in the real sense of the word. However the change came about, they soon became aware of a new freedom, of such a lengthening of the tether that bound them to the vernacular that for the first time they had the feeling of being able to "read."

As remarked above, the Committee of Twelve took it for granted that the approach to reading directly could be had only through translation and, perhaps, through a rather prolonged period of this exercise such as that through which most of us probably went. In speaking of a "reading method" the report says, "The study of texts from the very beginning of the course, abundant practice in translation at sight, leading to the ability to read the language with ease and without the interposition of English are the principal features of this program . . .".⁸ These words of the Com-

⁸ Edition published by D. C. Heath & Co., 1901, pp. 28-29.

mittee are representative of progressive thought in 1898 with respect to reading and, no doubt, represent the view of thousands of persons today.

In contrast to this is the Direct Method principle that learning to speak the foreign language is the best means of getting the pupil interested and of inducing him, in addition, to read it and write it. The following quotations are representative:

"To learn . . . the written form of a language before having learnt how to assimilate the spoken form is unnatural and contrary to all our linguistic instincts. At a certain stage, therefore, the learner will be taught how to recognize by eye what he has already assimilated by ear"⁹

"On the basis of the foregoing considerations, we conclude that it is desirable, if not essential . . . to learn to speak and to understand what is said before learning to read and to write."¹⁰

"Toute méthode rationnelle d'enseignement des langues vivantes cherchera—à combiner les procédés de l'apprentissage naturel et ceux de la période scolaire et prendra pour base première l'acquisition *du langage parlé*."¹¹

"Learning to speak a language is always by far the shortest road to learning to read it and to write it."¹²

One group, then, would approach reading through translation; the other would achieve the same end through speaking. It is unquestionable that either approach may be made successfully provided the translation attack or the oral attack is perseveringly followed up. But experience and objective data combine to indicate that the time allowance is rarely adequate in practice and that only a relatively small number of persons achieve reading ability in the sense suggested above, whether they have approached from the foreign language-mother tongue angle or in accordance with Direct Method theory and practice.

What is, in effect, a summary definition of reading has already been given. One psychologist states that "mature reading consists of fusing words into thought-units, with respect primarily to

⁹ Palmer, H. E., *Principles of Language Study*, World Book Co., 1921, p. 52.

¹⁰ *Ibid.*, p. 157.

¹¹ Schweitzer et Simonnot, *Méthodologie des langues vivantes*. Colin, Paris, 1921, p. 41.

¹² Kittson, E. C., *Theory and Practice of Language Teaching*, p. 41.

interpretation of meaning."¹³ This sentence characterizes our usual behavior. When reading the vernacular we achieved this stage of silent reading ability after passing through a period characterized, in the words of another psychologist, by "the translation of written and printed material into oral language."¹⁴

A third puts it as follows:

"Reading . . . a series of more or less habitual responses, known as thought, feeling, attitude, etc., which are stimulated by the printed page. It is a form of behavior involving complex motor habits and associative processes."¹⁵

"Learning to read is forming the habit of responding to many words in different contexts with suitable meanings. When we read relatively easy materials these previously formed habits function with little or no attention to weighing the various meanings."¹⁶

Still another writer defines the process somewhat more in detail:

"In its simplest form, reading consists in seeing printed words and interpreting them into actual sounds, or into auditory images (or into kinaesthetic images of the actions of speech-production). It consists also in associating ideas with these sounds (or images) There is also a process of synthesizing the unit ideas so that they form propositions. In the case of the practised reader there is a process of grouping; words are not read individually but in 'bunches.' Again in the still more practised reader there is a process of selection, so that only certain groups of words are consciously read, and the reader snatches the essentials from the page without conscious perception of the remainder."¹⁷

Present day educators insist that the child learning to read the mother tongue should be led to abandon "oral" reading at relatively early stage in favor of "silent" reading. "After the child has acquired the ability to read fluently it is desirable that he should drop . . . the effort to translate written and printed words into oral language."¹⁸ The supporting arguments are weighty and much

¹³ Buswell, G. T. *Fundamental Reading Habits*, U. of C. Press, 1922.

¹⁴ Judd, C. H., *Psychology of Secondary Subjects*, p. 30.

¹⁵ Brooks, *op. cit.*, p. 26.

¹⁶ *Ibid.*, p. 74.

¹⁷ West, Michael: *Language in Education*, Longmans Green & Co., London, 1929, p. 60

¹⁸ Judd, C. H., *op. cit.*, p. 30.

has been done in elementary school circles to facilitate passage from one stage to the other. The same authority says, "Investigation makes it clear that translation of printed words into oral language is a laborious and time consuming process." Brooks agrees with this view, saying, "above the third grade vocalization retards the rate of silent reading."

The application of these statements to modern languages is a natural one. The educational psychologist has ascertained that continued oral reading in the vernacular retards progress toward mature reading habits, and a technique has been developed whereby the oral reading stage may be abridged and the child be guided specifically in developing the silent reading attitude. The problem of modern language teachers is to abridge the *translation stage*,—for translation is always present in the beginning even though no word of English be uttered in the classroom—, and to guide the pupils as speedily as possible to the attitude of direct silent reading, even though the rate be the relatively slow one of reading difficult matter.¹⁹

The situation that prevails during this process is well expressed by West in his book, *Bilingualism*, which deals with the teaching of English to Bengali students. "When we read the foreign language the idea should enter our minds directly, not indirectly, through the intermediate stage of a translation. It does not follow because we do not require the indirect bond in the end-result, that we should not use the indirect bond in the initial stages The ideas which we possess are stored under labels of the mother tongue and in learning a second language we cannot avoid at one stage or another the use of the old labels in order to find the right ideas The indirect bond, once it has served its purpose, tends to drop out of its own accord: we may retard this process or even entirely prevent it by insisting on translation after the need for translation has vanished; or we may accelerate it by insisting on fluency in reading or speech." (p. 251).

The foregoing remarks may be useful in clearing up certain

¹⁹ Palmer, H. E., (*Scientific Study and Teaching of Languages*, p. 90): "The most fervent partisan of the direct method translates, whatever his impressions to the contrary may be," and there is experimental evidence to support this statement. Compare the Schlueter experiment. In 70% of the cases the subjects thought of the native words instead of the object from which the word had been taught.

misapprehensions, particularly with regard to the meaning of the word *reading* and its connection with translation. If so, the title of this paper is justified.

But more is necessary. One naturally inquires whether any specific progress has been made in developing a procedure that tends directly to the end in view, that is, to direct reading. While relatively few attempts in this direction have been made in modern language classes, we may turn for enlightenment to the contributions made in teaching American children to read the mother tongue, and to the experimental work of Michael West in connection with teaching Indian children to read English. Some one will no doubt promptly assert that the analogy between the development of reading ability in the mother tongue and in a foreign tongue is a specious one because of the child's initial oral knowledge of the vernacular. Yet pure Direct Method theorists assume that the pupil must first speak the foreign language to a certain degree, must at least have intensive oral practice on the vocabulary and word forms of given passages, before attempting to read them. In another connection I have made a brief statement on this point and may be pardoned for repeating it here.²⁰

"In the early stages of reading English the American child must build up associations between strange symbols and sounds and concepts with which he is already acquainted. In beginning to read a foreign tongue he must associate strange symbols with strange sounds and with familiar concepts. Obviously the association between symbol and sound is more quickly established, and is better retained when the second element is already familiar. It is, however, a question of degree rather than of kind and the analogy holds for the *process* by which reading skill is gained, if not for the *rapidity*. Yet the high school freshman beginning to read a modern language has such an immense advantage over the six year old in maturity and in the fact that he has, presumably, already attained the reading attitude in English, that this goes much further to level down the differences than one might think."

In the book cited above West remarks: "A boy learning to read a foreign tongue at a later stage has already mastered the technique of reading The difficulty for the foreign boy lies in vocabulary. Hence the writer of English books for foreign children . . . must exercise the greatest care as to the size and selection of vocabulary." (p. 262).

The conclusion formulated in the last sentence of this quotation is of the utmost importance as we shall see later. It may be re-

²⁰ *German Quarterly*, Jan. 1930, p. 30.

marked parenthetically that often those who object most vigorously to the analogy between learning to read in the vernacular and in the foreign language, explicitly or unwittingly base their faith in a considerable period of intensive oral preparation before reading is begun on the *analogy of the child learning his mother tongue*. This is indeed very explicitly the position taken by the exponents of the Direct Method²¹ from whom I have quoted in the course of this paper. The paradox is interesting.

III

. . . . Up to this point we have been engaged chiefly in clearing up the situation, in setting forth certain facts and in suggesting certain principles. The limited period of study imposes very definite restrictions with respect to the number and the character of attainable objectives, if we admit that either certain aims of an instrumental character must be reached by the large majority of the two year group, or that the value of modern language courses for all students in the lower half of our classes may very properly be called into question. On this minimum list of aims, the ability to read books in the foreign language suited to the maturity and tastes of the pupils would certainly occupy first place. It has been pointed out, furthermore, that the reading process as practiced by most modern language teachers in the classroom implies a conception of reading that differs notably from the view held by those who have studied the reading process in the laboratory. It has been suggested also that much of what has been learned with regard to the procedures by which children learn to read the mother tongue bears directly on the problem by which modern language teachers are confronted.

I shall now enumerate from various sources and in brief form certain pertinent principles and statements with regard to teaching reading in the vernacular that have been substantiated beyond a reasonable doubt by experimental inquiries. Space does not permit of more than an enumeration.²²

²¹ Editor's Note: Let us not lose sight of the fact, however, that in the East, where this paper was read and where most of the objection to the "reading method" originates, the Direct Method has long since given way to the Compromise (or Eclectic or Complete) Method for which the dogmas of the Direct Method, quoted above, do not hold.

²² These statements are based largely on previously quoted works by Brooks

1. Children learn to read by reading and they learn better if the reading practice is as nearly as possible like the reading they may be expected to do after they have learned to read fluently.

2. The best results are obtained from material adapted to the age, the interests, the abilities of pupils.

3. Extensive reading is an important factor in increasing the speed of reading.

4. The rate of reading can be increased by speed drills, usually taking the form of timed readings followed by questions to test comprehension. The effect of this kind of training on comprehension depends on the amount of emphasis placed on comprehension.

5. Above the third grade vocalisation or inaudible oral reading (lip movements) retards the rate of silent reading. It can be suppressed by explaining that pronouncing words slows up reading and by various types of exercises such as having children read silently for content as much easy material as they can in two, three, four minutes. Sixth or Seventh grade pupils may read silently 200-300 words per minute, but orally rarely more than 150-200.

6. Even in silent reading inner speech is always present. Mental pronunciation in some degree is probably necessary to grasp the meaning.

7. Silent reading usually enables pupils in upper grades and adults to comprehend the thought better than when reading orally.

8. If we would develop a taste for reading good books, we must not make the process of reading them so painfully slow and laborious that the pupil is discouraged. New words should be introduced in a context consisting mainly of familiar words so that the pupil will usually find it possible to guess the meaning of the new word. In this connection it is interesting to quote a sentence from the Report of the Committee of Twelve, written, of course, long previous to the investigations to which I am referring: "All our reading is largely a process of divination, and the better we can divine from the context, the better we can read."

9. Vocabulary knowledge is increased by extensive reading and is facilitated by systematic study of word groups, synonyms, prefixes, suffixes, etc.; by the use of homonyms, opposites and the

and West, to which I may add, Gates, A. I., *New Methods in Primary Reading*, p. 183.

like; by exercises in which pupils supply missing words; by practice in finding the irrelevant words in lists drawn up by association groups and by other similar exercises.

In applying these facts and these principles to teaching pupils to read a foreign language, one cannot avoid leaning quite heavily on the precept and practice of Michael West, both because of his manifest indebtedness to the investigations in reading the mother tongue that have produced the doctrines that are current today, and because he has been a pioneer in applying with great apparent success the results of these investigations to teaching pupils to read a foreign language. His experimental work is reported in *Bilingualism*, and in his more recent volume, *Language in Education* he presents his theory and practice of teaching pupils to read a foreign language. While little such careful experimentation with secondary school pupils has gone on in this country, various experiments tend to corroborate West's findings.²³ They emphasize, furthermore, the importance in the modern language field of a pedagogical principle that is insisted upon in the report of the Classical Investigation namely, that teaching directly for the results one wishes to achieve increases the probability of achieving the desired results.

IV

The next step in this presentation is to list in a tentative way the things to be done in the classroom in conducting a modern language class in accordance with the preceding observations, and here again the necessity for compression limits me to a bare enumeration.

1. Pupils will be trained in pronunciation by the most effective means: phonetic explanation, hearing, reproduction, reading aloud, and the like. In addition to the arguments usually given in favor of such practice, the presence of "inner speech" appears to make oral training in the type of course under discussion as important as in the conventional classroom.

2. The introductory stage will be an oral one, with much more emphasis, however, on recognition by the ear and the eye than on reproductive exercises. Chorus work in the pronunciation of words, phrases and sentences will play a rôle.

²³ See Coleman, Algernon. *Teaching of Modern Foreign Languages in the U. S.*, Macmillan, 1929, pp. 145-159; 248-256.

3. Pupils should as rapidly as possible develop a recognition vocabulary of 150-250 of the most useful words in the language as a prior condition to being presented with any continuous narrative for practice in reading as the term is interpreted here. Choice of these will be based on the *Word Books* and *Idiom Lists* issued in the Modern Language Study series. All these words will eventually become a part of the pupil's active vocabulary and certain other vocabulary material needed for classroom purposes may also be brought in.

4. The reading book stage should be reached early and the material for supplementary reading should consist of simple texts "written down" in word range. There may well be a first reader limited to a range of 500-700 words and more advanced texts for third and fourth semester that would include the first two thousand. Professor West has constructed supplementary readers of this sort for foreign students of English, and passages taken from Cooper's *Leatherstocking Tales* and from Rider Haggard's *King Solomon's Mines* as retold within limits of 1,415 and 1,779 words respectively would pass muster as representative of these authors with all except with those simon purists who loyally insist that they will take their Cooper and their Haggard straight. This factor in the course is of the first importance. The subject matter must be suitable, new words must be introduced at regular intervals,—not oftener, according to West's experience, than one to every 30 to 40 running words, or five to seven new words to the ordinary page. These new words must be learned for each unit of from 60 to 90 words,—later longer units of 150 to 200 words. Then pupils read the unit and answer questions on the content.

At a reading rate of 50 words per minute—a very low rate—for 15 minutes of the classroom time daily pupils may read 500 pages or more of such supplementary reading during the first year provided every paragraph is not dissected in the customary way. If in the third and fourth semesters the reading rate is raised to twice or three times this figure, the amount read in 180 school days will run easily to 1500 to 2,000²⁴ pages of such texts for extensive classroom reading alone.

5. The teacher must work specifically to eliminate translation

²⁴ All these estimates are, at best, but estimates, based on analogy, and experience may force me to revise them.

by giving directions to pupils and by speed drills followed by questions on the content.

6. Pupils must be brought to think of reading in the modern language as a source of pleasure and of profit as in the mother tongue. Consequently most of the reading must be for content rather than for linguistic analysis. Therefore a library of suitable texts must be available, chiefly attractive narrative material to suit different tastes.

7. A portion of each recitation period must be given to organizing recognition knowledge of the essentials of grammar, but not the major portion, or all.

8. As the class advances there should be less need for the use of English by the teacher, except in exposition of grammatical questions, but slower pupils must be allowed to answer in English instead of replying to questions and summarizing with painful slowness in the foreign language.

9. No pupil should be considered as having "passed" on two years' work unless he can read with understanding a narrative text with a basic vocabulary range of 4,000 to 5,000²⁴ words. On the other hand if about 80% or more of the pupils cannot do this and cannot also understand the teacher when talking in the foreign language about classroom matters and about the reading that has been done, it means that the minimum objectives have not been attained and that the course has not been successful except for the upper half of the class, or even fewer.

I should like to be able to close the exposition at this point with the definite implication that teachers have only to believe and thus to save from perishing the many pupils who are lost linguistically in our present courses, but candor, as well as prudence, demands that I point out certain very definite obstacles which faith alone cannot remove from the path. Works also are necessary.

The first of these obstacles is the lack of suitably graded reading texts, from a first reader up through fiction, tales of travel and adventure, and history, suitable for high school freshmen, sophomores and juniors. But if there is a demand, these will come, just as excellent direct method text books have come into being in the last fifteen years in response to the so-called "reform" movement in modern language teaching which began in Europe fifty years ago and made itself felt in this country beginning with about 1910.

Furthermore, the effort to shift the emphasis to reception and recognition for most pupils during the initial stages of the course, in contrast with the view that a reproductive stage must necessarily precede the other, can only profit by the prevailing tendency in the last two decades toward a "direct" method. Teachers are in general convinced that it is desirable to train pupils so that they will grasp directly the thought conveyed in the foreign language; they are also better prepared on the oral side than in former days, both to give during the initial stage the oral training that is just as essential as in the Direct Method, although more restricted in its minimum aims, and also to build more intensively on the oral foundation during an additional year or two when practice in speaking and writing may be undertaken more specifically by those pupils who continue in the subject.

A second obstacle in the path at present is the lack of carefully worked out models in the way of lesson books for first and second years, with specimens of procedure, models of speed and comprehension drills, and the like. As in the case of the reading texts, however, guides of this sort are sure to be provided and to grow better with experience.

A third obstacle, and a more formidable one, is the deeply rooted conviction on the part of teachers that pupils can not read and understand the content of a story or a book unless they can at the same time analyze and describe the grammatical phenomena used by the author; and that they must demonstrate their knowledge of a foreign language primarily by writing it without fear of the grammatical bunkers that are built to trap them. This view places a premium on detailed analysis and on practice in reproduction rather than on activities which develop receptive abilities. Since it is a well known fact that a recognition knowledge can be developed more rapidly than a recall or reproductive knowledge, it seems unreasonable not to proceed in accordance with this principle. If musicians should say to persons with no technical training: "You must wait until you can make music yourself or can analyze a musical score before you can pretend to listen properly to a composition," we should regard them with surprise and indignation. We have inherited from the classics certain attitudes with regard to the educational values to be derived from foreign language study, and in our emphasis on these values we tend to overlook the prime

consideration that the first value to be gained is the power to use the language for the purpose for which languages exist, namely, as a means of communication, and since we can establish one way communication more readily than two-way traffic, why is it not sound to make sure that the way is open in at least one direction? "J'entends l'anglais avec les yeux" says le Docteur Noir in Vigny's *Stello*.

The fourth difficulty in the way of this new approach to practice in reading a foreign language is the lack of suitable testing instruments whereby we may measure progress as well as the end-result and thus learn how fast our pupils are traveling and whether they reach the reading attitude. It will be a more complex task to construct suitable tests than to prepare the needed text books. It is now well known that an inadequate testing program is in good part responsible for the amazing overlapping in modern language classes disclosed in the studies by Wood and by Henmon. Consequently, progress in this direction is greatly to be desired, quite regardless of whether the program suggested in this paper is ultimately rejected or accepted by the majority of the profession.

These obstacles are surely formidable enough but they are far from being insuperable if they block the way to a goal that is worth attaining.

This exposition, based as it is, to a considerable extent, on the poor results attained by what one may call the "proletariat" of modern language students, applies, perhaps, in only a limited measure to school situations that are highly favored in the quality of students and teachers and in a definitely longer period of study. At the same time, when account is taken of test results the country over, with respect to reading, grammar and composition, of the length of time during which the subject is studied, even in New England, by the majority of students, of the very definite judgment of teachers that the two year group makes but small progress toward using the languages orally, and of the wide spread complaint by heads of professional schools that their registrants cannot read understandingly the modern languages they have studied for two years or more in school and in college, it is clear that members of our profession must view more critically the objectives they work for and the means by which these are to be attained. There is no magic formula by which our troubles can be ended; but it may

well be that some such limitation of aims as is suggested in this paper, and a more vigorous application of the principle of specific practice will, to a considerable extent, aid modern language teachers in getting for their pupils a larger net return in terms of language power for their investment of time and effort.

Henry Adams, writing of himself as a school boy, concludes: "For success in the life imposed on him he needed, as afterwards appeared, the facile use of only four tools: mathematics, French, German and Spanish. With these he could master in very short time any special branch of inquiry, and feel at home in any society. Latin and Greek, he could, with the help of the modern languages, learn more completely by the intelligent work of six weeks than in the six years he spent on them at school."²⁵

This testimony will be accepted at face value by few present day makers of secondary school programs. It is, however, so flattering to our professional pride that I quote it with pleasure; but we must take the bitter with the sweet. Along with the compliment to the potential values of the subject matters that we teach we must consider the responsibility that lies on us to guide our pupils to a point where they can realize at least some of these values: almost certainly not to the extent that they may "feel at-home in any society," but at least so that they may find their linguistic knowledge useful when they need it "for some special branch of inquiry."

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²⁵ *The Education of Henry Adams*, p. 38.

GRAMMAR PITFALLS

(*Author's summary.*—Some of the infelicities in current grammar terminology, and insidious inaccuracies in analysis of grammatical phenomena, which the writer's teaching experience leads him to consider among the most prejudicial to effective pedagogy in the modern languages.)

MODERN language grammar, at taught in this country, still perpetuates certain infelicities which are a serious handicap, whether recognized or not, to rapid acquisition and correct understanding, both on the part of the average pupil and of the inexperienced teacher. Part of these pitfalls lie in unfortunate terminology, which is either ambiguous or otherwise misleading; the rest are mostly due to misunderstanding of fundamental grammatical principles.

Among mischief-makers of the first type, my own teaching experience would unquestionably give the palm to the expression "Reflexive Verb." Modern languages have Reflexive *Pronouns*; but not since the days of the "Middle Voice" (and the Latin so-called "Deponents") have the languages with which we have to deal possessed any such thing as a "Reflexive *Verb*." If I can get a pupil whose mind is still virgin, on the subject of modern language grammar, I stand some chance of making it reasonably clear to him that the cases are relatively few where the Reflexive Pronoun is an inseparable accompaniment of the verb—for example, the English "be-take";—and that even there it is the pronoun, and not the verb, that is reflexive. Yet the assent is only perfunctory, after all; it is not well to contradict Teacher, of course; but there it is in all the grammars and all the dictionaries, plain as day: "Reflexive *Verb*!" And then, every so often, the pupil, puzzled over an attempt to translate from English, or over a correction, will come to me with a perfectly innocent transitive verb, like the French *lever*, and say in a hurt tone: "Why I thought that was a Reflexive Verb!" I say "reflexive verb-phrase" or "reflexive clause"; and make them say it that way too, whether they like it or not.

Another term which causes trouble, though in lesser degree, is "Conditional" as applied both to the form (tense or mood) of the verb, and to hypothetical clauses and sentences. The recent name,

"Past Future," for the verb-form, has not taken hold very rapidly—perhaps because it is such a monstrosity (and not even accurate, when applied to the "Conditional Mood"). My solution is not particularly elegant, perhaps; but it is effective: I speak of "If-clauses" and "If-sentences," and then refer to the verb-form by either (or often both!) of its appellations. In this connection, I must mention another expedient that I use to avoid misunderstandings, which is even more "inelegant"—though I explain the fact of its inelegance to the class with care, and my reason for recommending it: I make them translate the Conditional form of the verb by "would" throughout, even with "I" and "we," as well as with "he," etc., to lessen the chances—which are really serious, as teachers of modern languages well know—of confusion with the idea of "ought." For a similar reason I have them use "will" throughout as auxiliary of the English Future Tense. I do not mean by this that I permit such inelegances, as a rule, in classroom translations from the modern language texts they may be using; but that I make them cross out, or at least put in parentheses, the words "should" and "shall" where they are given in their grammars or verb-lists or blanks, and substitute "would" and "will." A fair number of the best grammars have, unthinkingly, aggravated this danger of misleading the beginner (to a point where only a vigilant teacher or sheer good luck can save him) by giving with the conjugations of the Conditional and Future the English translation of the First Person only: "I should" and "I shall," respectively, followed by "etc."!

In the field of grammatical misconceptions there is hardly another which is so widespread as that relating to the less obvious types of "Indirect Questions." The dependent clauses in such sentences as "I know *who(m) you saw*," or "That is *what I was speaking of*," are, of course, just as much "Indirect Questions" as in "I wonder *who(m) you saw*," or "Ask him *what I was speaking of*"—as a little analysis of the type: "Whom saw you?: I know!"; "What was I speaking of?": *That's it!*" (and the absence of any antecedent, which would be required if "who(m)" and "what" were here Relatives) will show; and in languages which, like the Romance languages for instance, do not always have identical forms for the Interrogatives and the Relatives, it is essential that correct analysis be made. Yet one of the examples I have given above has been

repeated for decades under the Relative Pronouns by one of the most widely known and used modern language grammars in America. The fact that, in this particular case, it happened that the Interrogative Pronoun and the Relative Pronoun were the same might explain the misplacement, and the lack of its discovery, for a time; but that it should be perpetuated from edition to edition without remark is rather disturbing, to say the least.

Another "blank" of somewhat serious import in the grammatical cognitions of most American pupils (not, we trust, in the case of many "teachers") is the firm belief that the preposition "to" is an integral part of the English Infinitive. But by such comparisons as "dare say" with "dare to say," won't go" with "don't want to go," "should study" with "ought to study," "make them come" with "make them to come," the learner may be gently led to see that is only by chance, so to speak, that we don't say "I saw him to run," and the like; and even, perhaps, to realize that the Future Tense, for example, is only a combination of "will" or "shall" with a "to"-less Infinitive. The wholesale sloughing off, in English, of morphological terminations has been a great boon, take it all in all, to the modern English speaking world; but there have been several compensating disadvantages: the distinctive Infinitive ending would still have a real pedagogical usefulness. Besides which, it would help dilute the monosyllabic, consonant-clashing cacophony of some of our modern prose.

There is one other cause of grammatical confusion which I do not wish to omit from this very brief selection of possible items; and it is one which, though often (too often) the result of inaccurate definition and incomplete understanding, is not infrequently due to nothing more or less than pure and unadulterated heedlessness: this is the matter of the Passive Voice. The most common case of the latter condition is the thoughtless, and exasperating, confusion by the pupil of "Passive" with "Past." More fundamentally fatal is the matter of inexact definition and distinction. It does not make any difference, to English expression, that in "I am annoyed," for example, the last word is, normally, a mere adjective, while in "I am annoyed that way every day," the verb is the Present Tense, Passive Voice of "(to) annoy"; but when translating into languages which, like German for instance, have special copulas for the Passive Voice,

or which, like French, avoid the Passive Voice in simple tenses when the agent is not mentioned, the distinction becomes of prime importance. I have a notion that one of the factors contributing, in a perhaps minor but yet real way, to the blindness of so many of our pupils to distinctions of Voice, is the too-common practice, in our grammars, of using abbreviated captions, such as *Present Indicative* for a conjugation like "I take, thou takest, he takes, etc." Instead of the fuller form *Present Indicative Active*. Even that form is already abbreviated, by the omission of the words *Tense, Mood, Voice*; and the current habit of entirely ignoring the Voice, in that very Voice (the Active) which is practically the only one ever given the pupil for drill in most of our modern languages, naturally leads to his quasi-obliviousness to the idea that such a thing exists, or at least is of any importance. Too much abbreviating is taking too much for granted; and the time has come when grammar-makers, and teachers, must realize that to take anything for granted with regard to the linguistic instinct, perspicacity, or ingenuity of English speaking pupils is amiable but precarious optimism.

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AN ANALYSIS AND INTERPRETATION OF ERRORS MADE IN TRANSLATING SPANISH PROSE

(*Author's summary.*—An analysis is made of the various types of errors that students make in translating Spanish prose. A psychological explanation is advanced for their cause and frequency.)

TEACHERS of modern languages are interested in knowing what errors are made when a student translates a foreign language into the vernacular. Psychologists are interested primarily in knowing why the students make these errors. This article gives the report of a study made to answer experimentally the queries of both the teacher and the psychologist.

THE PROCEDURE

Three classes of first-year college Spanish served in the experiment. They were required to translate nine selections of prose, of approximately eighty-five words to a selection. The first translation was made in November, and the others followed at regular intervals thereafter until March, thus extending the experiment over the larger part of one year.

The translations were written on paper in order that they might be accurately checked. The papers were then analyzed for, first, grammatical errors, consisting of the use of the wrong person, number, case, or tense; second, vocabulary errors, consisting of the use of extraneous words and phrases, the omission of words, and the use of wrong words.

For the purpose of a differential study the lowest 25% and the highest 25% of the students working on each selection were studied separately. These are known as the poor and good groups respectively.

THE RESULTS

Table I shows an analysis of the grammatical errors. From this table we see that 35% of the total number of both grammatical and vocabulary errors for the entire group of students may be attributed to grammatical errors. Twenty-two per cent alone are attributable to the use of the wrong tense. Then, with 4% due to the use of the wrong number and 6% to the wrong person, we have a total of 32%

TABLE I
Data with Regard to the Number of Grammatical Errors

| Type of Student | Type of Error | | | | | | | | Total Percentage |
|-----------------|---------------|----------|--------|----------|-------|----------|-------|----------|------------------|
| | Person | | Number | | Case | | Tense | | |
| | Total | Per cent | Total | Per cent | Total | Per cent | Total | Per cent | |
| All | 204 | 6 | 139 | 4 | 89 | 3 | 774 | 22 | 35 |
| Poor | 107 | 7 | 60 | 4 | 31 | 2 | 226 | 15 | 28 |
| Good | 16 | 7 | 16 | 7 | 4 | 2 | 71 | 31 | 47 |

as verb errors. Likewise, 28% of the errors made by the poor group and 47% of those by the good group are verb errors.

Table II presents an analysis of the vocabulary errors. Sixty-five per cent of the total number of errors for all students are vocabulary errors. The use of the wrong word and the omission of words account for 60% of the total amount. Seventy-two per cent of the

TABLE II
Data with Regard to the Number of Vocabulary Errors

| Type of Student | Type of Error | | | | | | Total Percentage |
|-----------------|------------------|----------|-------------------|----------|------------|----------|------------------|
| | Extraneous Words | | Omission of Words | | Wrong Word | | |
| | Total | Per cent | Total | Per cent | Total | Per cent | |
| All | 180 | 5 | 1537 | 45 | 524 | 15 | 65 |
| Poor | 70 | 5 | 708 | 47 | 298 | 20 | 72 |
| Good | 12 | 5 | 85 | 37 | 23 | 10 | 52 |

errors made by the poor group are vocabulary errors, while only 52% of the errors made by the good students are vocabulary errors.

If we contrast the data in Tables I and II we see that for the group as a whole the vocabulary errors are almost twice as great as the grammatical errors. The grammatical and vocabulary errors for the good group are approximately equal. But the vocabulary errors for the poor group are two and one-half times greater than their

grammatical errors. Stating the facts in another way, we know that the total number of errors for the poor group is 6.6 times greater than the total for the good group. But for the vocabulary errors the poor group has nine times more errors than the good group. In an analysis of the grammatical errors, on the other hand, the poor group is found to have only four times more than the good group. Apparently, then, it is vocabulary difficulty that is largely influential in determining the classification of a student in the poor group.

THE INTERPRETATION

With these data in mind let us advance a psychological explanation of their cause and frequency. Translating a foreign language into the vernacular requires a high degree of intellectual discrimination. The stimulus of the foreign word is always the same but its interpretation by the student may vary from time to time. As an illustration we may use the verb form *hablamos*. This may be either preterite or present tense, and a student who has not entirely lost the content of the selection should be able to make the proper distinction. A more serious mistake is that of translating *voy* as *fuí*. This type of vicarious translation is often due to the mind-set of the pupil. Engrossed with the mechanics and context of the selection he translates it in the tense he expects it to be and not as it actually is.

A second cause for this type of error may be due to poor perceptual habits. The student is unable to make an adequate analysis of the stimuli. For instance, *declarara* may be translated by the student in either the present or future indicative, or imperfect subjunctive, although there is only one correct translation. Assuming the student is acquainted with these particular verb forms there is only one satisfactory explanation for the errors, and that is an actual lack of facility in making the proper discrimination.

Another cause for these errors may be postulated. For a student to pay accurate attention to the various grammatical intricacies involved in a foreign language, keep in mind the context until the selection is finished, and at the same time render the passage into correct grammatical English, requires a high degree of memory and a capacity to maintain his attention. These are abilities not possessed by student. It is a task intellectually beyond him. As a result of this deficiency the student reaches a stage of general confusion that results in an imperfect translation.

We saw that the greatest source of errors in translating is attributable to vocabulary errors. It is difficult to believe that this is true, more especially when we recall that the students were translating short passages, with no time limit, and with perfect freedom to look up the new words. What is the psychological basis for these errors? Looking up new words is also a perceptual process. But in addition there are several other important mental processes involved. A student must see that there is a difference between *esta*, *ésta*, *está* even if he does not know their meaning. Then, there is a necessity for a subtle distinction in word meaning, requiring a high degree of judgment and comparison. The student must recognize that each symbol has several meanings, the most adequate of which must be appropriated. The greater the number of English equivalents for each word, the greater the mental task. This can be done readily by some students but for others it becomes a process of random selection. The first equivalent word and not necessarily the most appropriate one is selected. As long as the student persists in using any equivalent in place of the appropriate word, the intellectual stimulation will be meager and, in addition, an opportunity to exercise very valuable mental processes will be lost.

CONCLUSION

It is the efficient utilization of certain mental processes and not necessarily poor training and lack of information that determines whether a student's classification will be good or poor.

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PIÈCE ANNEXE

ORDRE DU JOUR

du

CONGRÈS INTERNATIONAL DES PROFESSEURS
DE LANGUES VIVANTES

LE CONGRÈS SE TIENDRA À PARIS,
DU MARDI 31 MARS AU SAMEDI 4 AVRIL, 1931

I

Pédagogie Générale

- A. Rôle et Place des Langues Vivantes, dans un Enseignement Humanist Moderne.
 - a) Valeur util itaire, ses limites.
 - b) Valeur de culture.
- B. Méthodes.
 - a) Lecture expliquée.
 - b) Programme de lectures littéraires.
 - c) Le Théâtre et son rôle dans l'enseignement des Langues Vivantes.
 - d) La Psychologie dans l'enseignement des Langues Vivantes.
 - e) La Phonétique.
 - f) La Linguistique.
- C. Les Principes de la Méthode Prussienne de 1925.—Ses résultats.
- D. Les Auxiliaires de l'enseignement des Langues Vivantes.
 - a) Bibliothèques circulantes, Echanges de Publications, Fonds de clichés.
 - b) Disques et machines parlantes.
 - c) T.S.F.

II

Les Echanges Internationaux

Les Langues Vivantes au service des Relations Internationales

Facilités de Voyage et de Séjour.

- a) 1. Bourses aux Élèves et aux Professeurs.
- 2. Facilités diverses: (visas, entrées dans les Musées, dans les Bibliothèques.—Pensions, réductions de tarifs, etc. . . .).
- b) Echanges officiels d'élèves, d'assistants, et de professeurs.
- c) Correspondance scolaire internationale.

III

Constitution d'une Fédération Internationale de Professeurs de Langues Vivantes

The International Congress of Modern Languages Teachers which is to be held in Paris, March 31-April 4, 1931, and the events leading up to it are outlined in the following letter received recently from Prof. Rogers, President of the French MLA. The editor takes this means of bringing the matter once more to the attention of American teachers of modern languages and hopes that some of our colleagues will be able to attend the sessions of the Congress.

UN CONGRÈS INTERNATIONAL DE PROFESSEURS DE LANGUES
VIVANTES À PARIS

To the Editor of *The Modern Language Journal*:

En pleines vacances, sur les côtes de Bretagne, loin de mes livres et de mes dossiers, une lettre amicale de M. Charles Holzwarth vient me rappeler une promesse déjà vieille de plusieurs mois. Bien qu'il m'en coûte un peu de m'arracher aux plaisirs de la mer pour m'asseoir devant ma machine à écrire, j'aurais mauvaise grâce à ne pas m'exécuter puisqu'aussi bien c'est pour la bonne cause! Mais tant pis si ces quelques lignes se ressentent d'une ambiance qui n'est guère favorable aux préoccupations d'ordre professionnel!

Je profiterai d'abord de l'occasion pour saluer très cordialement, au nom de l'*Association des Professeurs de Langues Vivantes de l'Enseignement Public*, tous nos collègues et amis d'Outre-Atlantique. Notre Association, l'A.P.L.V. *for short*, qui comprend plus de 1600 membres appartenant aux quatre ordres d'enseignement, supérieur, secondaire, technique et primaire, se réjouit d'avoir pu entrer en contact, depuis plus d'un an, avec les dirigeants des principales associations américaines et notre plus cher désir c'est que ces liens confraternels contribuent à resserrer toujours davantage l'amitié séculaire qui unit si heureusement nos deux pays.

En effet l'A.P.L.V. s'est donné pour but non seulement de défendre les intérêts moraux et matériels de ses membres et de rechercher les moyens de développer et d'améliorer l'enseignement des langues et littératures étrangères en France mais encore et concurremment d'aider, selon ses moyens et dans le domaine qui lui est propre, au rapprochement des peuples en favorisant tout ce qui peut leur permettre de se mieux connaître et de se mieux comprendre.

Déjà avant la guerre l'A.P.L.V. s'était efforcée de nouer avec les associations similaires de l'étranger des relations professionnelles et amicales. En 1909, nous avions organisé dans ce but, à Paris, un Congrès International de professeurs de langues modernes, le premier de ce genre, qui avait été consacré à l'étude de quel-

ques-uns des problèmes généraux qui se posent dans tous les pays, et ce congrès avait obtenu un très grand succès.

Naturellement, la guerre interrompit ces efforts de portée internationale. Mais notre Association qui n'a jamais cessé de travailler de son côté, a pensé que le moment était maintenant venu de reprendre avec les collègues étrangers une collaboration qui s'était révélée comme infiniment fructueuse. En effet, plus que jamais, les peuples du monde entier se rendent compte de la nécessité d'étudier les langues et les civilisations étrangères, aussi utiles dans le domaine spirituel que dans le domaine matériel. Partout les professeurs sont confrontés par des problèmes identiques qu'ils s'efforcent de résoudre de leur mieux. Or, beaucoup de ces problèmes dépassent le cadre des nationalités et gagneraient certainement à être situés sur un plan international. Il est évident que, dans bien des cas, les professeurs de tous les pays auraient avantage à être renseignés systématiquement et régulièrement sur les expériences tentées par leurs collègues étrangers et sur les améliorations qu'ils ont pu obtenir. Depuis la guerre, nombre de pays ont réformé leur enseignement; de nouvelles méthodes ont été introduites et expérimentées; certains auxiliaires mécaniques ont été mis au point (gramophone, T.S.F., cinématographe, etc.). Les savants, les théoriciens, les pédagogues ont apporté à notre enseignement des lumières nouvelles. Malheureusement, faute d'entente et de coordination, beaucoup d'idées originales, beaucoup d'initiatives fécondes courent le risque de rester inconnues de la grande masse des professeurs. C'est pourquoi notre Association a estimé qu'elle servirait à la fois les intérêts de notre discipline et ceux de la bonne entente internationale si elle réussissait à provoquer un échange de vues sur quelques-unes des questions les plus urgentes et à jeter les bases d'un organisme de coopération permanente entre les divers groupements nationaux.

Dans ce but, elle s'est attachée, dans les dernières années, à entrer en relations avec les associations-sœurs déjà existantes à l'étranger. Elle est maintenant en contact étroit avec les Associations d'Allemagne (*Allgemeiner Deutscher Neuphilologenverband*), d'Angleterre (*Modern Language Association*), d'Autriche, de Hollande, de Finlande, de Pologne, de Suisse, de Tchécoslovaquie, de Yougoslavie, etc. Malheureusement certains pays ne possèdent pas encore d'associations indépendantes de Néophilologues. Tels sont en particulier: l'Italie, l'Espagne, le Portugal, la Belgique, la Hongrie, les Pays Scandinaves, etc. Mais nous avons bon espoir que, dans un avenir très proche, il nous sera possible d'entretenir avec ces pays des relations professionnelles très étroites et très suivies.

La difficulté était encore plus grande avec les pays d'Amérique. Cependant nous avons déjà pu établir un premier contact amical avec *The American Association of Teachers of French* et votre Fé-

dération Nationale, qui sont même représentées auprès de nous par Prof. Smith, Director of the American University Union à Paris. Nous avons également l'espoir d'obtenir très prochainement des résultats satisfaisants avec les pays de l'Amérique latine, en particulier avec l'Argentine et le Chili.

Une œuvre aussi considérable, étant donné nos moyens très réduits, ne peut évidemment se réaliser en un jour, ni même en un an. C'est un travail de longue haleine et de patience qui réclame de la part de tous une égale bonne volonté. Cependant les résultats obtenus à ce jour sont assez encourageants pour que notre Association ait pris l'initiative, d'accord avec les associations pré-citées, de convoquer un nouveau Congrès International de Professeurs de Langues Modernes.

Une commission spéciale, dite du Congrès, a été constituée. Dans une réunion qui s'est tenue à Paris, le 14 Avril dernier, et à laquelle s'étaient fait représenter les Associations allemande, anglaise, autrichienne, belge, américaines (en la personne du Prof. Smith), française, hollandaise, hongroise, polonaise, tchécoslovaque, et yougoslave, notre projet de Congrès International a été approuvé à l'unanimité. Il a été décidé que *le Congrès se tiendrait à Paris du 31 Mars au 4 Avril 1931*, à cause des vacances de Pâques. Il a été entendu, toujours à l'unanimité, que l'association française se chargerait de l'organisation du Congrès et de la publication des rapports sur les différentes questions inscrites à l'ordre du jour. Cet ordre du jour a été arrêté au cours d'une séance ultérieure (4 juillet) (Voir pièce annexe¹). Chaque association adhérente pourra présenter un rapport sur la ou les questions qui l'intéressent particulièrement. Ce rapport, rédigé ou traduit en français, devra parvenir à la Commission du Congrès, dont le vice-président est M. le Professeur L.-A. Fouret, membre du conseil Supérieur de l'Instruction Publique, 19 Avenue Aristide-Duru, Vanves, Seine, *avant le 1er Janvier 1931*. A ce moment la Commission internationale se réunira à Paris et désignera les rapporteurs généraux qui ne seront pas nécessairement français. Ces rapporteurs seront priés de présenter une étude d'ensemble sur chaque question et des conclusions, en tenant compte naturellement des indications, des suggestions et des vœux contenus dans les rapports des diverses associations.

Les rapports généraux seront publiés en français, avant le Congrès, par les soins de notre Association qui fournira au prix coûtant les exemplaires qui lui auront été demandés par l'intermédiaire des associations adhérentes.² Au congrès, les rapporteurs se contenteront de faire un bref résumé et de commenter leurs

¹ Cf. p. 127.

² L'A.P.L.V. publie un Bulletin mensuel, *Les Langues Modernes*, (30 fr. par an). Pour tout renseignement s'adresser à Prof. Rérat, 26 Rue du Lycée, Sceaux, Seine.

conclusions. Leur exposé ne devra pas dépasser 30 minutes. Les congressistes qui demanderont la parole pour discuter les conclusions du rapporteur n'auront droit qu'à 10 minutes. Les orateurs pourront s'exprimer, s'ils le désirent, dans leur langue maternelle mais, dans ce cas, ils devront réserver, sur le temps alloué, 5 minutes pour la traduction en français.

Seuls les membres régulièrement affiliés à une association nationale seront autorisés à prendre part à la discussion, à moins d'obtenir une invitation spéciale de la Commission Internationale. Ils devront être possesseurs de la carte de congressiste, dont le prix a été fixé à 50 francs. Ils sont invités à réclamer cette carte par l'intermédiaire de leur association nationale, si possible, dès le mois de Janvier 1931. Cette carte individuelle leur assurera tous les avantages que l'A.P.L.V. compte obtenir pour ses hôtes, (gratuité du visa français, réduction sur les chemins de fer français, facilités de logement à Paris, excursions, réceptions, etc) et qui dépasseront certainement de beaucoup le prix de la carte.

Notre Association invitera, par la voie diplomatique, tous les Gouvernements étrangers à se faire représenter au Congrès, mais les délégués officiels ne pourront prendre part ni aux discussions ni aux votes.

Les séances de travail se tiendront autant que possible le matin, et, très probablement, à la Sorbonne (Université de Paris). Les après-midi seront réservées aux distractions et aux excursions soit dans Paris, soit dans les environs. Nous prévoyons en outre diverses réceptions officielles.

Le détail des séances de travail et des distractions n'a pas encore été arrêté. Aussitôt que le programme définitif aura été approuvé par notre Comité Directeur nous le ferons connaître d'urgence aux Bureaux (*Executive Officers*) des diverses associations qui pourront ainsi renseigner directement et rapidement leurs adhérents. Dès maintenant ils ont tous reçu le compte-rendu détaillé des travaux de la Commission Internationale préparatoire et l'Ordre du Jour du Congrès.

Nous espérons que, malgré la distance et la date peu commode pour eux, les professeurs américains nous feront l'honneur et le plaisir d'assister nombreux à ce Congrès. Ils sont assurés, est-il besoin de l'ajouter, de trouver auprès de leurs collègues français l'accueil le plus cordial.

Je n'abuserai pas davantage de l'hospitalité qui m'a été si aimablement offerte dans cette revue. J'ajouterai seulement que mon excellent collaborateur M. le Professeur Fouret se fera un plaisir de répondre à toute demande de renseignement accompagnée d'un coupon international pour la réponse.

PROF. GEORGES ROGER
Président de l'A.P.L.V.

8 Avenue du Parc de Montsouris
Paris. XIV*

Editor of *The Modern Language Journal*:

The bug-a-boo of many Spanish teachers is the notebook. In my teaching experience, I have found this to be a thing in which interest is lacking. It is usually a heterogeneous collection of materials dealing with every imaginable picture, article, etc., that the student thinks might be applicable to the Spanish class.

It is my good fortune to have an observer in my Spanish class in the Demonstration School of the West Texas State Teachers College, who has suggested an idea for a notebook for the first year that seems new, interesting and feasible to me. It has the added advantages of calling forth the interest and enthusiasm of the members of the class. We are using it at the present in a first year class.

The work of the first year, as I teach it, is centered about certain vocabulary units, such as, the schoolroom, the house and home, the family, the foods, the clothing, the parts of the body, the domestic animals, the colors, the numerals, the time of day, and a few others of the same kind. The grammar is taught in connection with the vocabulary units.

Miss Ila Mae Hastings, the observer mentioned above, suggests a notebook in the form of a life history of the student. The themes, the grammar drills, pictures, free hand drawings, songs, rimes, posters, and other devices to be used are to be connected with the life of the child.

For example, in the unit connected with the home and the family, the child will work out his section of the notebook somewhat in this fashion. He will draw a picture of his own home labeling the different parts of the exterior. A theme of some ten sentences will follow describing the house as to color, number of rooms, windows, doors, and location. A poster may be made showing each room with the furniture in each. Questions about the various rooms may be dictated by the teacher to be placed in the notebook and answered by the student as an outside assignment. The family may be treated in very much the same manner. Free-hand drawings can be made of each member. A short play may be worked out in class. In this play, we bring out the family relationships and activities carried on by each member in his relation to the student's life.

The colors and numerals may be taught very effectively by the use of colored blocks so popular with small children. The pupil may draw the blocks or secure pictures and paste in his book. This may also be worked out as illustrating the projects done in his art class in the early years of his school life. Crayolas may be used to write sentences illustrating each color.

An imaginary visit to a zoo is an interesting scheme for teaching animals. A story, in the form of a conversation between two small boys, can be told in which the different animals are mentioned and

characteristics of each noted. The pupils of a beginning Spanish class, I have found, still enjoy using the corresponding sounds made by the animals to identify each. These sounds may be incorporated into the theme written from the story told.

Nothing can be more exciting than the physiology class in which the parts of the body are learned. Skeletons may be drawn and the different parts labeled. Questions may be asked by the individual students and copied into the notebook and answered. As an example: ¿Cuántos ojos tiene Vd.? ¿De qué color son los ojos de Vd.? ¿Tiene Vd. dos narices? ¿Son grandes y largos los pies? ¿Es tuerco Juan? ¿Cuántos dedos tiene Vd.?

The clothing unit naturally follows the parts of the body. A doll with movable arms and legs can be made by the boys who are taking manual training courses, and the different articles of clothing drawn or cut out and put on it. Pictures of the various articles taught may be pasted in the notebook, questions asked and answered under each.

Cards with the pictures of the foods may be made, and games on the order of authors played. When the students have learned all the foods from the cards, they may work out dramatizations dealing with setting the table and eating a meal, during which each food is called for in Spanish. A visit may be made to a grocery store, the teacher, or preferably a student, acting as the grocer. The story of this trip may be written. One of the boys can imagine that he is going to be a grocer when grown and tell the students what he is going to sell. The class may write this into the notebooks.

From the suggestions offered above, the feasibility of the plan offered can be seen. This plan, it seems to me, will tend to motivate much of the drill that becomes so monotonous, will provide much opportunity for outside projects, will serve as a framework for the dry and uninteresting grammar units, and will be a thorough outline of the year's work.

It is my earnest hope that this short outline will be of benefit to young and inexperienced teachers of Spanish.

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THE 22ND MEETING OF GERMAN MODERN PHILOLOGISTS IN Breslau
Trieste, June 28, 1930

To the Editor of *The Modern Language Journal*:

Of late it has been a general policy in Germany to acquaint as many classes as possible of the inhabitants of the Reich with the special problems of the provinces along the eastern border. This for some time has made Silesia a center of congresses of all sorts. In

accordance with this plan the *Allgemeiner Deutscher Neuphilologenverband* two years ago accepted the invitation of Breslau University, to meet in its buildings from June 10-14, 1930.

Tuesday, the first day of the meeting, was devoted to the deliberations of teachers of German. Oberstudiendirektor Dr. Borjung, of Frankfurt a/M, urged conformity to the recommendations of the Ministry of the Interior, that the nomenclature in German grammar should be not only unobjectionable from a scientific point of view, but also easy to understand. Oberstudienrat Schmidt-Voight, of Frankfurt a/M, demanded that in the different parts of Germany the pupils' home region and the recent literary production thereof should form the starting point and center of instruction in German. In the evening a short meeting of delegates of universities and regional groups at the 'Schlesischer Hof' was immediately followed by a reception for all the participants in the congress and their wives, as far as present. Geheimer Regierungsrat Dr. Jantzen of Breslau welcomed the assembly in a speech, in which he brought out the peculiar economic and social conditions that had developed in Silesia as a consequence of the peace settlements. He showed that the annual exodus of several thousands of Germans to more prosperous sections was accompanied by a constant influx of Slavs from the south and east, and that there was a real danger that the threats of either of the two neighbor republics, to annex Silesia, might be carried out in a not very distant future.

The official opening of the congress took place in the forenoon of Wednesday the 11th, in the 'Aula Leopoldina,' a very richly and beautifully decorated assembly hall in baroque style, one of the showrooms of the ancient Jesuit College, that now houses the University. After a few introductory words by the President of the Association, Oberstudiendirektor Dr. Schade, of Berlin, the assembly was welcomed by the Rector Magnificus of Breslau University, Professor Dr. Ehrenberg, in the name of the Senate of that institution. Then Ministerialrat Schellberg, representing the Minister of Education, spoke about the possibility of combining the old and the new methods of teaching languages. Professor Dr. Horn, of Breslau, discussed the relation between university and secondary school. He emphasized especially the value of scientific training as compared with mere practical command of the languages to be taught, upon the latter of which a powerful public opinion was laying excessive stress. Neither the practical nor the scientific side of the preparation of the teacher must be neglected. After this address, Professor Dr. Luick of the University of Vienna tendered the greetings of the Austrian modern philologists. This meeting was closed by a lecture by Professor Dr. Aubin, of the University of Breslau. He gave an account of the history of the eastern territories of Germany, and of their relations to the German nation. Settled by Germanic tribes before the Migra-

tions, the east had become completely Slavic by the end of the Dark Ages. The epoch of the Crusades witnessed the first systematic colonization of the East, especially of Silesia and of Prussia, with German agriculturists and artisans. This eastern migration of Germans, at first stimulated by special grants and privileges, ceased in time of stress. In spite of the lack of national support, the East developed two strong governments, Prussia and Austria, of which the second, however, was in danger of losing its German character. These eastern powers were instrumental in protecting the West in time of French invasions, and eventually one of them was to bring about national unification. A second eastward movement of German settlers was inaugurated under the rule of Frederick II, after the conquest and annexation of Silesia and of former Polish territory. In contrast to the earlier, voluntary character of settlement, this was the successful result of enlightened autocracy. The great contributions made by the East to German intellectual and economic life were duly stressed. The loss of territory resulting from the World War has created a situation that calls for a third systematic effort of the nation to maintain and strengthen the German character of the East. Eventually the fate of the East would determine the fate of the nation. After applauding the lecturer the assembly left the Aula.

A series of lectures on special fields of philological investigation was opened by Professor Wechsler, of Berlin, who discussed the apparently contradictory tendencies in Rousseau's philosophy. 'Sensibilité' and 'raison' must be conceived as a unit, in his opinion, to understand the deeper harmony in Rousseau's views. The lecture was followed by a welcome extended to the American and English representatives by Oberstudiendirektor Dr. Schade, as President of the German association. In answer to his welcome, the writer of this report gave a short historical sketch of the work of the Modern Language Association of America and of the National Federation of Modern Language Teachers. Also the recent work of the Modern Language Study was briefly indicated. He emphasized interrelations between American and German philologists and methodologists in the past, and expressed hopes for the future. Mr. A. M. Twentymann, M. A., Secretary of the 'World's Adult Education,' spoke then in the name of the Modern Language Association of England. He pointed out that the English Association had hardly any influence on the shaping of educational policy, but that nevertheless progress had been made toward a higher level of attainment and greater uniformity in the school system, thanks to great educators, and to favorable recent legislation. The representative of France, M. L. A. Fouret, of the Lycée Lakanal, did not arrive until later, and addressed the assembly at the banquet, the following evening.

In the early afternoon the delegates of the various universities and regional groups were received at the city hall by City Counsellor



Landsberg, who acted as host. He first evoked memories of Frederick II's presence in that building to receive the homage of the Silesian Estates. Then he pointed out that in the Silesian schools the elective study of Slavic languages had recently been added to that of French and English. The latter of these languages was now learned as a first foreign tongue, in preference to French. The congress of neophilologists was expected to furnish fresh suggestions for successful further activities in the modern language field. Studienrat Dr. Hamann of Hamburg answered. He expressed the conviction that first hand acquaintance with the critical situation of the East would enable the participants of the congress to arouse public opinion in their home regions in favor of closer cooperation between all parts of the country.

The rest of the afternoon was given over to the English and Slavic sections of the congress. The transactions of the former were of particular interest, due to the fact that in many parts of Germany, especially in the center and east, English is displacing French as the principal foreign language studied in the secondary schools. Professor Dr. Schücking, of Leipzig, discussed new Shakespeare problems, in particular the probability that even the shortest known versions of such plays as Hamlet do not represent the form actually used on the stage, but expansions meant for private reading, previous to publication. Professor Dr. Dibelius, of Berlin, gave an interpretation of the funeral orations of Brutus and of Anthony, in Shakespeare's *Julius Caesar*. The brilliant character of the commentary offered by the speaker might not easily be equalled by the average teacher. Nevertheless, ability to interpret a foreign text so as to bring out all its bearings on the intellectual life of our days, is now stressed as the most important test of the modern language teacher's qualification.

In the Slavic section Professor Dr. Gesemann, of Prague, discussed the nature of popular poetry on the basis of epic and lyric poems of the Slavs, giving gramophone examples. He brought out the possibility that through a closer study of the rich Slavic material new lights may be shed on the allied Romance and Germanic fields. A comparatively new type of Gymnasium, in which the study of modern foreign languages forms the center of instruction, was made the subject of a speech by Oberstudienrat Dr. H. Strohmeyer, of Berlin. He was addressing the 'Freunde des neusprachlichen Gymnasiums,' a society founded in December, 1927, in Berlin, for the purpose of guarding and furthering this new form of German secondary school. The founding of a Silesian branch of the society was urged.

In the morning of Thursday, June 12th, Professor Luick, of Vienna, spoke on 'Some Future Tasks of English Philology', stressing the importance of a much closer study of spoken English, and the need of a system of grammar, especially of syntax, that should go

beyond the usual limits of these branches of knowledge. Professor Dr. von Wartburg, of Leipzig, spoke on the 'Foundations of Etymological Research'. Etymology must be conceived as a study of the complete development of form and meaning of a word, not merely as a hunt for the oldest form discoverable.

The 'pièce de résistance' of the assembly was the deliberation on the principles to be recommended by the Association toward a new Prussian ordinance of examinations for prospective modern language teachers in secondary schools. This ordinance was to carry out the general trend of educational thought expressed in the Prussian 'Richtlinien für die Lehrpläne der höheren Schulen,' of 1925, and to serve as a model for analogous ordinances of other states of the Federation. The discussion was preceded by an address of Oberstudien-direktor Dr. Bolle, from Berlin. He said in substance, that the attacks on the value of scientific training must be answered by pointing out that true scientific training means highest development of personality in relation to present day life. The method of training must call for individual activity. Through rigorously scientific work in a narrow field one must form the power of independent critical production. Insight cannot be transmitted, it must be gained through self-activity; hence the desirability of giving unity to the studies so as to group them around a special field of research. With the major two minors may be combined. Next to lectures, practical exercises must play a great rôle throughout the whole course. This new orientation of studies must find expression in a new order of examinations. Ability proven in the course of studies should be the prerequisite for admission to the teachers' examination. The certificates of university instructors should form part of the evidence on which the candidate is to be judged. The main features of the recommendations for examination requirements were: Stress on scientific study of the languages as offered at the universities, combined with a sufficient training in pedagogy; concentration on one language as a major, with minors only in allied fields, except in cases of unusual linguistic ability; the oral examination (60 minutes) to show, first, a practical command of the major sufficient for classroom use, secondly, acquaintance with the history of the language, and thirdly, a very many-sided familiarity with all subjects bearing on the major, such as the history, geography, ethnology, economic conditions, philosophy, religion, and art of the people speaking the language chosen as a major; the written examination to include a treatise (or dissertation) written in the foreign tongue, to prove aptitude for independent scientific work, secondly, a test-paper of not more than three hours, written mainly in the foreign tongue, and, thirdly, another test on the principles of philosophy and education. Much less should be required for the minors. As the discussion took up all the time available, a committee was entrusted with the task of compiling a

final draft of the recommendations, in conformity with such suggestions as had been made.

These deliberations were still in progress, when two smaller group meetings took place. One of these had the purpose of forming a Slavic division of the Association. It was addressed by Studienrat Dr. Dittrich, of Görlitz, on the tasks of instruction in the Slavic languages. The other group meeting was to discuss the interests of teachers of Spanish. Professor Dr. Gamillscheg, of Berlin, spoke on 'Problems of the Old Spanish Epic.' He discussed chiefly the relative age of different parts of the *Fernan González*, as an example of the difficulties confronting the investigator, due to the relative scarcity of early versions of the epic tales. Then came an address of Studienrat Professor Dr. Haack, of Hamburg, on 'The Present Status of Spanish Instruction'. He pointed out that during the past ten years there had been a constant increase in the study of Spanish in the higher schools of Germany. At present more than 260 schools were offering the language. The majority of these schools were situated in great commercial and industrial centers. A similar development was seen also in other European nations. Germany should make special efforts not to be left behind by her neighbors. There is no uniformity in the time allotted to the study of Spanish. The two principal plans recommended for fitting the subject into the curriculum are, firstly, to let Spanish be taken for the last three years of school, with four hours a week, along with English and French, that would be continued on a reduced scale, or, secondly, to give the pupils a choice of French or Spanish at the beginning of the fourth of their nine years of secondary school, after a previous three years of English. The first plan had received favorable comment, the latter, adopted chiefly in the Hanseatic towns, was not as yet sufficiently tested.

Simultaneously with these deliberations there was a lecture with lantern slides, on Silesian monuments. The day was concluded with a banquet and dance at the Südpark-Restaurant.

On Friday, June 13th, an interpretation of Paul Valéry's 'Le Cimetière Marin' was given by Studienrat Dr. Julius Schmidt, of Jena. This brilliant lecture was followed by two pedagogical addresses. Studienrat Dr. Tausendfreund, of Rathenow, spoke in a rather optimistic vein on 'Five Years of Prussian School Reform, Things Achieved and Things to be Desired.' The ability to use a modern foreign language orally and in writing was declared indispensable for the success of the principal aim of introducing the pupils into the life and the civilization of the foreign people, whose language they were studying. The means suggested to avoid overburdening of the pupils were: a phonetic basis, progress from imitative to free exercises, with some drill in translation, and a postponement of the reading of the classics to the more advanced stages. In the elementary classes teaching must make use of analogy, with little

grammar. It was recommended that phonographic disks be used freely to bring about familiarity with the foreign sounds and intonation. The intermediate classes should have the study of grammar for a main task, but *what* rather than *why*. Reading should consist of adventure stories, but not exclusively. Historical and cultural elements should be given some attention. The advanced classes should complete the work. This is a stage of *problems*. The main task is the interpretation of texts. The speaker counted among things achieved first, a certain agreement on a practical method of acquainting the students with the civilization of foreign nations, secondly, the quite general use of the foreign tongue as a medium of instruction, thirdly, the conviction that no graduating class should have failed to read some representative works of the classics. Among things to be desired were: a certain uniformity in the language course of all schools of the same type, so as to facilitate transfer of students from one town to another; recognition of the need of a certain ease in the use of the foreign tongue as a basis for the study of cultural aspects; the organization of courses in the Modern Language Gymnasium so as to secure formal training; and lastly, lists of model works selected from the rich modern literatures of the English and French.

Oberstudiendirektor Dr. Krüper, of Hagen, showed himself less optimistic in presenting 'The Status of Modern Language Instruction in the *Realschulen*.' The great emphasis on scientific subjects was making it impossible to teach two modern languages successfully. The remedy was to neglect one of the two languages in the upper grades. All the emphasis should be laid on the understanding of texts in *one* language in the last three years of study. Grammar should be connected with the study of the mother tongue. Composition books with translation exercises are indispensable. As better results were obtained in the *Reformgymnasien*, and especially in the new Modern Language Gymnasias, the question was raised whether it might be well to have bifurcation in the upper classes of the *Oberrealschulen*. He recommended that the more gifted students should be given an opportunity to do additional work in supplementary classes, called *Arbeitsgemeinschaften*; the tendency toward concentration of study should not result in the displacement of works of literature by readings taken from the mathematical and physical sciences.

During the three main days of the assembly there was held an exhibit of textbooks and of phonographic material. The congress was officially closed on Thursday noon, after which there took place sight-seeing trips, an organ concert, and excursions to neighboring mountain regions.

ERWIN ESCHER

Milligan College, Tennessee

News, Notes and Clippings*

THE APRIL 1930 NUMBER OF TEACHING, published by the Kansas State Teachers College, Emporia, Kansas, contains an interesting article on "A Year in a French Lycée" written by Prof. Roy Towne of the University of Kansas who spent a year at the *lycée de Rennes* as teacher of English conversation. In the same number appears "Present Tendencies in Education in Germany" by Dr. H. W. Weber, Exchange Professor in the Dept. of German at the University of Kansas.

SERVICE BUREAUS FOR MODERN LANGUAGE TEACHERS are maintained by Tufts College, Tufts College, Mass., Miami University, Oxford, Ohio and Kansas State Teachers College, Emporia.

TRANSLATIONS FROM THE GERMAN sponsored by the Germanistic Society of America are fittingly introduced by Conrad Ferdinand Meyer's "The Saint" translated by Edward F. Hauch of Hamilton College. Professor Hauch was the winner of the prize competition offered by the Society in an endeavor to determine the most suitable person to undertake the translation of this book. The translation has been done with extraordinary care and unusual skill, and is an admirable piece of writing. As for the book itself, it is in some ways Meyers' masterpiece and justly deserves to be brought to the attention of the English reading public. The volume is published by Simon and Schuster in New York and sells for \$2.00.

THE FIRST ANNUAL GERMAN ORATORICAL CONTEST held at St. Xavier College May 19, 1930 was won by Kilian A. Kirschner '30. Professor Edwin H. Zeydel rendered the decision, making Kirschner the recipient of the fifty dollar German prize, offered by the Germanistic Society of Cincinnati.

THE BATTLE TO REINSTATE GERMAN in the high schools of Cincinnati has been won by the Germanistic Society. This fall, German will be taught in all the high schools of the city. Gradually we are recovering from the hysteria of the war-days.

Le Livre Français, the small selective book-review magazine founded 28 years ago by Mme. Chenu René Doumic, Georges Goyau and Étienne Lamy appears ten times a year, and discusses in detail in each issue a score of the most significant books

* The Managing Editor welcomes contributions.

of the month, in history, criticism, fiction, philosophy, religion, geography, travels, and art.

—*Books Abroad*, July 1930

IL FASCISMO, ITALIAN EDUCATION AND THE CHURCH is the title of an article by Prof. Miller of Oberlin College in the September number of the *School Review*. Prof. Miller describes Gentile's program of school reform and shows why the Fascist conception of education is opposed by the Pope.

MANUEL LEXIQUE DES DIFFICULTÉS LINGUISTIQUES DU FRANCAIS by Clarke and Charpentier, Harrap, London, 12 s. 6 d. is very favorably reviewed in the April number of *Modern Languages* (London). "This work is not a complete dictionary, but a collection of difficulties that an English person meets in translating French, and that are not solved by reference to dictionaries and grammars. It is especially concerned with correct usage. . . ." The book is in French with occasional translations. It contains many words and distinctions between words not found in dictionaries. It should be a great help to the high school teacher.

CLEVELAND'S ALL NATIONS THEATRE is described and praised in the July *Interpreter* from which we quote the following:

CLEVELAND'S ALL-NATIONS THEATRE

A THEATRICAL experiment such as has been going forward in Cleveland during the past half year reveals dramatic and literary resources in our great cities which are too little known. Plays in twenty languages, drawn from the literature of the world and participated in by thirteen hundred people, is the record of Cleveland's Theatre of the Nations during its first season. It represents the first comprehensive attempt in any city to unite the dramatic efforts of all races and nationalities for the benefit of the community as a whole.

The first season of this All-Nations Theatre opened Jan. 12 and closed with the Italian production on Sunday evening, May 25. During successive weeks twenty-two programs were presented by twenty-nine national groups. The experiment was sponsored by the *Cleveland Plain Dealer* which provided the Little Theatre of Cleveland's Public Hall and stage settings for the performances. Thirty-six national groups were represented on the General Advisory Committee, of which the city's recreation commissioner, John H. Gourley, was chairman.

A review of this year's productions indicates not only the range of work accomplished by these foreign born groups, but the varied cultural backgrounds which America, if she would, might more fully draw on for her own enrichment. The series opened on January 12, 1930. Week after week followed plays and operas representing the art and literature of many nations: Suderman's *Die Ehre* by the United German Players; Smetana's *The Bartered Bride* by the Czech Singing Society; *Janos Vitez* by Sador Petofi presented by the United Hungarian Society; Hedberg's *Johan Ulfstjerna* by the Swedish Theatre; *Urh, Grof Celjski*, the oldest existing Slovenian opera, by the Slovenian Singing Society "Zarja"; Molière's

Le Malade Imaginaire by La Maison Française de Cleveland; Feriencika's *Priadky* by the General Stefanik Circle of the Sloval League; Sardou's *Tosca* by the Italian Filo-Dramatic Club; Vernadakis' *Maria Doxapatri* by the Greek-American Progressive Association; Benavente's *La Malquerida* by the United Spanish Societies.

Equally interesting and distinguished performances, many of them accompanied by music and folk dances of great beauty, were given by the Croatian Singing Society "Lira," the Zohar Hebrew Dramatic Studio, the Polish Amateur Dramatic Clubs, the Syrian-American Club, the Rusin Dramatic Club, the Yiddish Culture Society, the Ukrainian Bandurist Dramatic Society and the Lithuanian Cultural Garden League, with which twenty-three local Lithuanian societies are affiliated. Six Danish Societies joined to give *Rasmine's Wedding*.

In addition eight nationalities, with local populations too small to justify an entire production for each, presented an international program. The groups included the Hindu, Russian, Dutch, English, Bulgarian, Welsh, Armenian and Chinese. It was the first time that the Dutch in Cleveland had appeared on any program as a national group. As a result of coming together for this performance they organized a Dutch cultural society, "Neerlandia." Of the two productions in English, one, *The Colleen Bawn* was given by the Irish Dramatic Group and the other by the Gilpin Players, the only Negro repertory group in the country to have a theatre of its own. *Roseanne* by Nan Bagby Stephens, a drama of present-day Negro life, was presented.

For most performances the Little Theatre, seating nearly 700, was sold out and several hundred people had to be turned away. A number of the productions were given in the Public Music Hall with a capacity of 3,000. Several groups were asked to repeat their performances in other cities.

To give community recognition to the native art of our foreign born peoples is to widen our own sympathies and horizons; to stimulate the groups themselves to heightened efforts, and to encourage in the immigrant's children a new respect for at least half of his cultural inheritance. Such experiments as Cleveland has been conducting may also contribute to even larger ends—the task of interpreting foreign cultures to the greater American of tomorrow.

THE THÉÂTRE CLASSIQUE UNIVERSITAIRE is a group of French players from the Comédie, the Odéon, and other Parisian theatres, which was formed four years ago to act French plays in French schools. It is under the direction of Professor Toudouze, Professor of Dramatic History at the Conservatoire, and the company is under the patronage at the University of Paris.

In March, 1939, the Company paid its first visit to England, and played two comedies of Molière in Folkestone, Castleford, Hull, Barnsley, Bedford and London. The visit was organized and carried through by Mr. T. R. Dawes, M.A., Headmaster of the Secondary School, Castleford, Yorkshire, at the request of M. Desclos, of the Office National des Universités, Paris. It was a great artistic success. Though there was a financial deficit, it seems certain that another visit, arranged with due notice, could be made a financial success, and achieve very valuable educational

results. Every town visited wishes to have the Players again.

As the result of informal conferences in Paris and London, it seems possible now to arrange two visits. The first to London and the south of England in October 13-30; the second to Leeds and the north of England in March, 1931.

—*Modern Languages*, June, 1930.

THE FRENCH PLAYERS OF THE STATE UNIVERSITY OF IOWA, composed mainly of members of the Romance Language Department, produced last year CHOTARD et Cie, a comedy by Roger-Ferdinand. The play was a great success. It was presented five times in Iowa City, once in Des Moines, and once before a capacity crowd (of six hundred) in Rock Island, Ill. The Rock Island presentation was especially interesting, as representatives of the neighboring schools and colleges of western Illinois, had been invited to attend by Miss M. Caloine of the Rock Island High School who arranged for the performance.

LES PLEIADES AT MOUNT MARY COLLEGE, MILWAUKEE, recently took on a new form: instead of functioning as a club with monthly meetings and with membership from all classes in French, it will concentrate its energies on the staging of a worth-while program on Jeanne D'Arc day each May. Its membership will still include all students of French, but instead of officers, such as president, vice president and secretary, leaders from each class will direct its affairs.

The present leaders are Florence Bergen, Prairie du Chien, Seventeenth Century Class; Julia Lee, Milwaukee, Phonetics; Cecilia Winking, Quincy, Ill., French A; Evelyn Blaska, Sun Prairie, French B; Helen Platzer, Milwaukee, French C; Lucille Schuh, Milwaukee, and Frances Poncelet, Mazeppa, Minn., French 11.

The new organization celebrated Jeanne D'Arc day Thursday, May 8, with a program, a dinner, at which a French menu was served, and high Mass during which French hymns were sung. The hymns included Jeanne D'Arc Patronne de La France, and Au Christ-Roi by En Bruine.

STUDENTS IN THE ADVANCED SPANISH COURSES AT MIAMI UNIVERSITY have written two novels in Spanish recently. The novels were produced by the device of having each student in the class write in successive weeks a chapter. This is a novel idea which might be tried elsewhere.

THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH will hold its fourteenth annual meeting in Boston on Friday and Saturday, December twenty-sixth and twenty-seventh. Among the prominent speakers will be Ralph Adams Cram, the well-known

architect, and Professor Cecil Jane, the eminent British historian, who is visiting professor this year at Wellesley College. Dean Henry Grattan Doyle of George Washington University, the president of the Association, is arranging the program.

THE NUMBER OF FOREIGN STUDENTS IN ACCREDITED UNITED STATES EDUCATIONAL INSTITUTIONS is shown in the following tables which we copy from the *News Bulletin* of the Institute of International Education. Figures are for the past scholastic year.

COUNTRIES OF ANGLO-SAXON CIVILIZATION

| | 1921-22 | 1929-30 |
|------------------|-----------|------------|
| Australia..... | 23 | 38 |
| Canada..... | 516 | 1210 |
| England..... | 138 | 342 |
| Ireland..... | 20 | 56 |
| New Zealand..... | 10 | 20 |
| Wales..... | 4 | 8 |
| Scotland..... | 29 | 99 |
| | <hr/> 740 | <hr/> 1773 |

EUROPEAN COUNTRIES

| | | |
|------------------|-----------|------------|
| Austria..... | 23 | 77 |
| Bulgaria..... | 22 | 56 |
| Finland..... | 9 | 27 |
| France..... | 127 | 134 |
| Germany..... | 49 | 380 |
| Hungary..... | 32 | 63 |
| Italy..... | 91 | 200 |
| Lithuania..... | 10 | 42 |
| Poland..... | 38 | 160 |
| Spain..... | 50 | 88 |
| Switzerland..... | 43 | 79 |
| | <hr/> 494 | <hr/> 1306 |

FAR EAST

| | | |
|------------------|------------|------------|
| China..... | 1255 | 1248 |
| Japan..... | 532 | 948 |
| Korea..... | 68 | 144 |
| Philippines..... | 594 | 850 |
| | <hr/> 2449 | <hr/> 3190 |

NEAR EAST

| | | |
|----------------|----|----|
| Palestine..... | 26 | 71 |
| Syria..... | 22 | 46 |

| | | |
|--------------------------|-----------|-----------|
| Russia | 369 | 536 |
| Turkey | 26 | 61 |
| | <hr/> 443 | <hr/> 714 |
| LATIN-AMERICAN COUNTRIES | | |
| Argentina | 54 | 27 |
| Brazil | 81 | 27 |
| Guatemala | 21 | 17 |
| Honduras | 14 | 11 |
| Nicaragua | 21 | 14 |
| Peru | 82 | 31 |
| | <hr/> 273 | <hr/> 127 |

We are indebted to Dr. Price for the following clippings:

THE AMERICAN HOUSE, erected in the Cité Universitaire of Paris, was formally dedicated on April 28. It will house 300 students, and, because of its financial backing, the rooms will be rented at rates ranging from \$2 to \$5 a week. In summer, however, the students will pay a slightly higher rate than in winter. In order not to deprive its occupants of the necessary international atmosphere, the directors have arranged to exchange fifty French for an equal number of American students. It was further announced on April 29 that Mr. Otto H. Kahn of New York, a trustee of Rutgers University, had donated \$2,500 to establish a Rutgers room in the American House. The *New York Times* of May 2 contained a cable announcing that John D. Rockefeller, Jr., who two years ago gave \$2,000,000 for the construction of the central offices and meeting rooms of the Cité Universitaire, had increased his gift to \$3,500,000 to cover the entire cost of the building, which is being planned. On May 3 the Rockefeller Foundation contributed \$50,000 from its funds for the preservation of the manuscripts in the Bibliothèque Nationale.—On JUNE 23, John D. Rockefeller, Jr., Ambassador Hugh S. Gibson, and E. Rickard, Vice-President of the American Committee for Relief in Belgium, were granted honorary degrees by the University of Brussels at the dedication of its new buildings at the Solbosch. The ceremony, presided over by King Albert, took place in University Hall where the wall bears a Greek inscription expressing the gratitude of Belgian students to the American benefactors responsible for the building. Mr. Rickard announced that the Committee for Relief in Belgium had decided to contribute, in the name of the late Paul Heger, the sum of 1,000,000 francs (more than \$27,000) for building students' homes in connection with the Solbosch project. The same Committee had contributed, previous thereto, \$1,000,000 and the Rockefeller Foundation \$3,000,000, for construction of buildings and endowment of the project.—*Romanic Review*, July-September 1930.

THE FEDERATION OF THE ALLIANCE FRANCAISE of the United States held its twenty-eighth annual General Assembly at the Hotel Plaza in New York on April 26, 1930. H. E. Paul Claudel, the French Ambassador, presided, and one of the chief speakers at the luncheon which followed the meeting was Professor Antoine Meillet of the Collège de France. Nearly two hundred delegates were in attendance.—

MAXIME MONGENDRE, Consul General of France in New York, awarded on June 6 twenty-nine prizes and medals in the sixth annual Inter-High School French Contests, organized in New York City by the Society of French Teachers of America — *Romanic Review*, July-September, 1930.

WHAT SHALL WE READ? Since the war various voices have been raised against pre-war reading texts, e.g., Märchen, Immensee, even Wilhelm Tell, because such texts (it is claimed) are not representative of German culture today. To the standpatters, it is refreshing to find *Immensee* included in a collection (chosen by Barrett H. Clark) of "Great Short Novels of the world (Wm. Heinemann, London, 1929, 8sh. 6 d.). See *Les Langues Modernes* (Juin-Juillet, 1930) p. 411.

CONTRARY TO EARLIER FEARS, a larger number of Americans are traveling across the Atlantic this year. From January 1 to June 26, inclusive, passenger sailings from New York totaled 229,171 as compared with 216,313 in the same period of 1929. There was, to be sure, a fourteen per cent decrease in first-class passenger sailings below the previous year, but there has been a notable increase in European travel by those who choose tourist or cabin class accommodations. Perhaps the speculative deflation has cut short the de luxe journeys of our newly rich—perhaps even relegated some of them to the "proletariat" ranks—but evidently it has not interfered with the travels of the great middle class, the mainstay of our whole social order.

—*American Magazine*, Sept. 1930

THREE THOUSAND TRANSATLANTIC PASSENGERS were brought into Cherbourg by fifteen special trains and six big airplanes today to sail on nine liners clearing for American ports.

The total broke all traffic records of this port. The *Mauretania*, *Europa*, *Empress of Australia*, *Deutschland*, *Lapland* and *Ausonia* carried the bulk of the passengers.

Four of the planes arrived from Paris and one each from Basle and Boulogne.

The exodus from France of American tourists has begun about ten days earlier than usual.

—*New York Times*, Aug. 23, 1930

ASSOCIATE SUPT. OF SCHOOLS CAMPBELL in charge of high schools in New York City has been made, by a recent ruling of the Board of Education, Deputy Superintendent, and no other associate superintendent may be put in charge of the school system in the absence of Supt. O'Shea.

THE SPRING MEETING OF THE RHODE ISLAND GROUP of the N. E. M. L. A. was held in Marston Hall, Brown University, March 29, 1930, in connection with the Brown University Teachers' Association.

PROGRAM

1. Address in French: Recent Tendencies in the Teaching of Modern Languages in France.

Louis Landré, Associate Professor of French Language and Literature, Brown University.

2. Address: Contemporary Movements in Spanish Literature.

William L. Fichter, Associate Professor of Spanish Language and Literature, Brown University.

The addresses were followed by a social hour.

The following officers were elected for 1929-1930:

Chairman, Miss Rose Presel, Hope Street High School, Providence; Secretary, Miss Marie L. Laviolette, Woonsocket High School, Woonsocket; Executive Committee, Professor Louis Landré, Brown University; Miss Harriet M. Hathaway, Classical High School; Miss Alice S. Carroll, Commercial High School; Mr. Hugo E. Levander, Commercial High School; and Mr. Harry W. Collins, Technical High School, Providence.

ARTHUR W. CATE, *Chairman*

MARIE L. LAVIOLETTE, *Secretary*

THE FRENCH SECTION OF THE N. C. MODERN LANGUAGE ASSOCIATION held its Annual Meeting on March 21, 1930, in the Hugh Morson High School of Raleigh with the President, Dr. Rene Handre of N.C.C.W. presiding.

The minutes of the last meeting were read and approved. The president mentioned suggested changes in the state list of text books in French, but no action was taken by the group. The president also reminded the members present that the previously suggested fee of two dollars was intended to cover subscription to the "Modern Language Journal."

After some further announcements the report of the Nominating Committee, composed of Prof. Cooper, of Duke University, Prof. Giduz, of U. N. C., and Miss Gilmore, of Raleigh, was accepted by the Association, and the following officers were declared elected: Miss Corinna Mial, of Raleigh, President; Prof. Jordan, of Duke University, Vice President; and Miss Imogene Riddick, of Rocky Mount, Secretary.

After the business meeting, the following program was carried out, of which the main theme was "La Lecture": (1) "Reading in the High School," by Prof. Hugo Giduz, of U. N. C., (2) "Prof. Roberts' Methods of Reading," by Miss Katherine Tighe, of Asheville High, (3) "Reading in College," by Dr. Barney, of N.C.C.W.

The talks were followed by some discussion. The group agreed thoroughly that the old method of "merely translating" is not the modern idea of "reading" French. It was strongly suggested, however, that "no translation at all" might in some cases prove a dangerous extreme.

CORINNA L. MIAL, *Secretary*

Personalia

PROF. CHARLES A. DOWNER

Professor Charles A. Downer, head of the Department of Romance Languages at the College, died in Samaden, Switzerland on August 14 while vacationing abroad. Suddenly stricken eight days before while at Pontresina with a bursting blood-vessel in the brain, he was hurried to the hospital at Samaden where he passed away.

The body was sent to New York on the Ile de France of the French Line and was interred in the family plot at Rahway, New Jersey on Labor Day. Representatives of the College who were present at the funeral rites were Professors Weill, Laffargue, and Bergeron of the Romance Languages Department.

Professor Downer had been connected with the College for the past thirty years, rising from the position of tutor to head of department.

Professor Downer published a number of French textbooks during his career. He was president of the French Y. M. C. A. and had been president of the American Association of French Teachers which was organized three years ago. During the years 1913-1924 he was president of the New York Chapter of the Alliance Francaise.

At a dinner of the Alliance in 1927 Prof. Downer was presented with a medal by the French Ambassador Paul Claudel, who on behalf of the French Government designated him as an officer of the Legion of Honor. He had previously been a "chevalier" of the Legion, that honor having been conferred upon him in 1913.

His work was also recognized by the Italian government which made him a Knight of the Order of the Crown of Italy in 1920.

The Campus, C. C. N. Y.

PROFS. ALBERT SCHINZ AND HENRY C. LANCASTER, the former of the University of Pennsylvania and the latter of Johns Hopkins, will conduct graduate courses this fall at New York University. Prof. Schinz will lecture on French Romanticism, and Prof. Lancaster will give a course in the Drama.

PROF. COLLEY T. SPARKMAN is now Dean of Mississippi State Teachers College as well as head of the Modern Language Department.

MICHAEL WEST, Principal of Teachers Training College, Dacca, India, and author of "Bilingualism" and "Language in Education," will speak at the annual educational conference of State University of Iowa on February 27, 1931. From March 1st to 15th he will give a series of lectures and demonstrations at the University of Chicago. After that date he will be available for a limited time for lectures or conferences with other groups. Professor Coleman of the University of Chicago will be glad to furnish particulars to interested groups.

THE JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION awarded fellowships for the purpose cited, to the following, among others:

Dr. Hyman C. Berkowitz, Assistant Professor of Spanish, University of Wisconsin. A study of Benito Pérez Galdós, and of the importance of his contribution to Spanish life and letters.

Mr. Henri Maurice Peyre, Assistant Professor of French, Yale University: A study of Louis Ménard, a French man of letters of the 19th Century.

Dr. F. C. Tarr, Assistant Professor of Spanish, Princeton University: A study of the origin and development of the *artículo de costumbres*, a type of Spanish newspaper sketch, humorous and satirical in tone, on contemporary customs and manners. (Renewal.)

CHANGES at the University of Detroit:—

Alfred R. W. de Jonge enters as Asst. Prof. of German from Lincoln Memorial University, and Richard P. Koepke enters as Asst. Prof. of French from Wittenberg College. Léon Baisier leaves for further study, and Alphonse J. Ei, Prof. of German, is granted leave of absence for a year's study at Fribourg.

Francis L. Rougier and Solomon A. Rhodes transfer from Townsend Harris Hall to the College of the City of New York as instructors in the French Department.

Carle H. Malone transfers from Trinidad (Col.) Junior College to the University of Wyoming.

THE FOLLOWING CHANGES are reported in the German Department of the University of Wisconsin:

Coming in: Nock, Francis J., transfers from Rice Institute, Houston, Texas, as instructor in German.

Neuse, Werner, transfers from Berlin, Germany, as instructor in German.

Bauer, Friedrich, comes for one year as instructor in German on an exchange basis, through the Institute of International Education, New York City.

Going out: Morgan, E. A., goes to N. Montana Agricultural and Mechanical Training School, Havre, Mont., as professor of German.

Schreiber, Theodore, goes to University of Wichita, Wichita, Kansas, as professor of German.

Velten, Harry V., goes to State College of Washington, Pullman, Washington, as professor of German.

Thiele, Erich, goes to Hunter College, New York City, as instructor in German.

Nicolai, Martha, goes to Hunter College, New York City, as instructor in German.

CHANGES at the University of Oklahoma:—

Louis P. Woerner, formerly of Stanford University has been appointed assistant professor of French and German.

A. E. Willibrandt, assistant professor of modern languages is abroad doing research work during his sabbatical year.

TWO COURSES in Italian literature were given at Columbia University the past summer by Enrico De' Negri, of Köln University.

Reviews

Review Editors: for French, James B. Tharp, Ohio State University; for German, Peter Hagboldt, University of Chicago; for Spanish and Italian, H. G. Doyle, George Washington University. All books intended for review in this Journal should be sent to the Managing Editor.

LABICHE ET MARTIN. *Le Voyage de Monsieur Perrichon*. Edited with preface, introduction, notes, questions, and exercises, and vocabulary by W. G. Rogers. Oxford Book Company, 1930. xvi+185 pp.

This edition of Perrichon should make a strong appeal to those teachers of French who stress translation. In the introduction the editor devotes seven pages to an interesting discussion of translation which, as he states in the preface, "amounts to a lesson on how to translate." The notes, too, are designed to encourage an idiomatic English rendering, but there are far too many of them that refer to a previous note or to the vocabulary.

The "questions and exercises" based on each scene of the play consist simply of French questions and English to French sentences. The questions are simple and direct, and the English sentences constitute a good review of the main idioms and new expressions.

As stated in the preface, "the vocabulary is complete; except for a few subject pronouns, it includes every word in the text, regardless of similarity to its English translation; all irregular forms of verbs; and a choice of meanings for most words."

The book is well made. The paper is excellent and the type is clear. The wide margins make a particularly pleasing impression on the eye.

The editor has succeeded in his task of editing *Le Voyage de Monsieur Perrichon* with a special regard for the difficulties of pupils in their second year of French.

DORSIE FISHER

*South High School
Columbus, Ohio*

BORDEAUX, HENRI. *La Maison*. Edited by Louis de Vries, Iowa State College, Ginn and Company, New York City. xvi+432 pp. \$1.80.

This is one of the series *Contemporary France in Literature* of which André Morize is the general editor. It is attractively bound

and well printed. The book looks tempting for school use just because it does not look like a school text, but it has 338 pages of text, and whether one admires Bordeaux or not, one must recognize that not much happens in his novels, and that it is rather difficult to hold the interest of the average college student through 338 pages of the study of a sociological problem that is largely foreign and somewhat incomprehensible to the American mind. Would it have hurt the book to cut it? There are long descriptions, especially those of minor characters (in spite of the comment in the introduction to the effect that these people are not described but only suggested) which might have been shortened.

The introduction, notes, and exercises are all in English. The introduction is very brief, giving a few general comments on Bordeaux' novels and purpose. It ends with a "Guide to the Reading and Study of *La Maison*" in outline form. The value of this method of analysing the novel seems a little doubtful. Little freedom of thought is left to either student or teacher, for this guide and the questions at the end of the book called "Subjects for study and discussion" direct the readers' thoughts in the way that the editor would have them go. Some of the questions, of which there are usually five for each chapter, require study outside of the novel, while others merely give the editor a chance to call attention to the author's theories and their development through this novel. The notes are at the bottom of the page. The historical, political, and religious notes seem often too brief and to expect too much general information on the part of the student. There are no grammatical or linguistic notes although once in a while a difficult phrase will be translated. Should not "Et mon père de hocher la tête" (p. 172) have been explained? The vocabulary seems complete even to proper names, although I failed to find any explanation of *Léviathan* either in notes or vocabulary. That is probably one of those cases where the editor expects the student to know more unfortunately, than he does.

MADELINE ASHTON

*John Burroughs School
St. Louis, Mo.*

LE CID DE CORNEILLE. Les Chefs-d'Oeuvre de la Littérature Expliqués. Librairie Mellottée, Paris, 1930.

M. Reynier has made his study as fascinating as the play itself. After a brief survey of the early career of Corneille, he discusses the state of theatrical art immediately before *Le Cid* and the change in society which led to the acceptance of the unities. Then begins a masterly *explication de texte*: as a preface we have a rapid sketch of the hero and his legend in Spain, a résumé of Part I of Guillen de

Castro's version and the transformation wrought by the new rules on Corneille's conception: suppression of the scenic effects and concentration on the psychological drama. The detailed study of Corneille's play, accompanied by constant reference to his source and the reasons for changes, occupies more than a hundred pages. The conclusion of the *explication* traces the relations between the spirit of the play and of Corneille's generation. He has completely sacrificed local color to a large human truth based on the society of his own time. "Le poète a projeté dans le passé les impressions qu'il avait reçues de l'heure présente." Many incidents are cited to show the workings of the *pudonor* in France. Finally there are two short chapters on the place of the *Cid* in French letters. In discussing the *quarrel*, M. Reynier smashes many venerable legends. Its main interest is in the revelation of Corneille as a master of polemic. The antagonism of the cardinal is shown to be ninety-nine per cent myth and the rise of this myth is plausibly explained.—M. Reynier's book will be invaluable to students of classic French drama by providing in exquisite form the matter of many volumes. In this it is a worthy member of the series to which it belongs.

BENJ. M. WOODBRIDGE

Reed College

FARRÈRE, CLAUDE. *L'Homme qui Assassina*. Edited by Thomas Rossman Palfrey, with Introduction, Notes, and Vocabulary. The Century Company, New York, 1930, XIX+263 pages, 3 full-page illustrations and 2 maps. \$1.35.

American students who have learned to appreciate the works of Pierre Loti will be pleased to make the acquaintance of Claude Farrère who has much in common with the better-known author, to whom he acknowledges his indebtedness as a writer of the *roman d'exotisme*. Farrère deserves to be more widely read in this country and many will surely welcome the new edition of *L'Homme qui Assassina* by this brilliant soldier-author, decorated with the *Croix de Guerre*, Officer of the Legion of Honor, and winner of the Goncourt prize for 1905. *L'Homme qui Assassina* (1907) is one of the most interesting among the many works of Farrère. Frequent allusions to Turkish customs and colorful descriptions of the scenes and peoples of old Constantinople form a vivid background for this tale of love, intrigue, and murder. It is "first of all a novel of adventure, and second, an exotic novel into which the author has insinuated a rehabilitation of the Turk." As the editor points out in his introduction, the movement of the first part of the novel is slowed up by irrelevant incidents and long descriptions, but in the second part the intrigue moves toward the *dénouement* with an almost incredible swiftness. The solution of the murder is cleverly concealed until the

very end of the story. The student will find this a thrilling tale, and it is safe to say that any one who begins it will not fail to read to the last word.

Professor Palfrey has written a preface and introduction in which he gives a very satisfactory account of Farrère's life and works. A bibliography of the author's works and also of critical studies precedes the text. The novel has been condensed by reducing the length of certain descriptive passages and by leaving out altogether some minor incidents, so that there are only 157 pages in the new edition. Thirty pages of notes follow the text. Because of the many Turkish place-names and words and of the syntactical difficulties of Farrère's elliptical style full notes are essential for an understanding of the work. The illustrations and maps have been well chosen and supplement materially the notes. The vocabulary has been carefully prepared, there being but few omissions. The book is neatly printed and bound in the uniform style of the Century Modern Language Series.

The reviewer has noted the following errors which may easily be corrected in later printings and which do not seem to be of enough importance to seriously detract from the value of edition. (Why are there so many American first printings of recent date whose otherwise careful editing is marred by carelessness in proofreading?) Page 99, *Chapitre XX* should read *Chapitre XIX*; p. 108, 1.3, *aperçois* and 1.12, *nous* should read *aperçois* and *vous* respectively; p. 155, 1.13 *ontre* should read *contre*; p. 164, 1.5, *bientot* should read *bientôt*; p. 184, note on Fontainebleau states that the forest covers an area of about six and a half square miles. The area is roughly sixty-five square miles; p. 208, *craissement* should read *criaillement*; p. 211, *dent* is listed as a masculine; p. 213, there should be no semicolon after *copy*; p. 219, the *f* in *fabriqué* and *façade* is out of line; p. 220, *peine à voir* should be *peine à voir*; p. 221 and p. 222 *fil* and *fluct* should be listed; p. 224, gender of *gens* is handled unsatisfactorily; p. 230, *joint* should be in heavy type to indicate that it is a French word; p. 238, character *o* in *north* is out of line; p. 249, *remerciment* should read *remercement*; p. 250, *retordre* should be listed; p. 258, *térriblement* and *tete* should read *terriblement* and *tête* respectively.

GEO. B. WATTS

Davidson College

Selections from French Travelers in America. Edited by André Morize and Elliott M. Grant, with preface, notes and vocabulary. New York, 1929, Henry Holt and Company. XI+326 pages, 7 full-page illustrations.

From a long list of illustrious French travelers in America the editors have selected twenty-two, from whose works seventy-three passages have been chosen for inclusion in this new and interesting

reading text. These extracts cover a long span of years and carry the reader over a large part of North America. Beginning with the Jesuit explorers, the editors have used materials dealing with practically all the important American historical events down to the present day. With the exception of a few excerpts from Chateaubriand it is probable that the selections will be entirely new to American school and college students. One may read with interest and profit about the part of the French in the Revolution, the life of the pioneers, the rise of industry, and the foreigner's impressions of our country.

Text book publishers are well aware of the antipathy of some teachers of French for material which does not deal entirely with France and her people. (Many an objection has been raised at that capital reading text *Colomba* on the grounds that the scene is not laid on the continent.) Many will perhaps decide against this new work, feeling that it would be better to acquaint their pupils with some of the standard French novels and plays. Others may feel that the student's interest will be aroused by using materials dealing with events and places with which he is somewhat familiar. For such *Selections from French Travelers in America* may well be recommended.

The editors have added to the value of the text by including prefatory remarks for each author, wherein are outlined the conditions under which they came to America. Twenty-six pages of notes follow the selections. The vocabulary aims to be "useful rather than absolutely complete." The reviewer is not convinced, however, that the editors have fulfilled their obligations to the student in not making a full vocabulary. He holds that if such words as *à* and *un* deserve listing, so much the more do *presque*, *belgique*, and *intituler*, which are among the words used in the text and not found in the vocabulary. The nouns are listed with the articles instead of the usual *m.* and *f.*

The book is attractively bound and printed. The illustrations have been carefully selected and add to the value of the volume. One may well wonder how many teachers will regret the absence of the exercises which have lately been adding considerably to the bulk and expense of many of our American texts. Several errors and omissions have been noted. P. 58, 1. 11 *arachées* should read *arrachées*; p. 105, 1.22 *dela* should read *de la*; p. 115, 1.31, *elles* should read *elle*; p. 137, 1.17, *Amerique* should read *Amérique*; p. 209, line 1. requires a note correcting author's statement that Daniel Webster was born in Boston. (He was born in Salisbury, now Franklin, New Hampshire.) Page 257 note on La Crosse, which is said to be Northeast of Milwaukee; p. 260 and p. 261, defective characters in words *Turenne* and *Haussonville*; p. 283, *être décharger de* should read *être déchargé de*; p. 298, *inconnue* should read *inconnu*; p. 307, gen-

der of *orgueil* is not indicated; pp. 308 and 309, defective type in *partie* and *pèlerinage*; p. 309, *petuner* should read *pétuner*; p. 315, *le règlement* is defined as if it were a verb.

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LUGÍN, ALEJANDRO PÉREZ. *La Casa de la Troya*. Edited by Arthur L. Owen, Professor of Spanish, University of Kansas. xiv+210 pp., Stanford University Press, California, 1930.

The edition contains: (1) a brief preface (2 pp.) in which the editor states the purpose of the text: it is a novel for second year Spanish which "combines a strikingly brilliant picture of student life in the old Galician university of Santiago de Compostela with a rather commonplace love story"; (2) an introduction (6 pp.), which contains an account of the life of Pérez Lugín and a résumé of the complete novel in semi-autobiographical form which received the Royal Academy's prize for the best novel of 1915 and ran through some twenty editions by 1920; (3) ninety-seven pages of text, the original text, of course, having been cut severely to make the text usable for intermediate classes, but the parts that the editor has chosen for his text are intimate, fresh, sparkling with the unusual and clever incidents which characterize college life; (4) twenty-one pages of notes which are concise and adequate; (5) vocabulary (84 pp.). Some Galician words have been left in the text "to convey a suggestion of local color," but the Castilian equivalent in each case is given in the vocabulary. There are no omissions from the vocabulary or typographical errors, and no difficult grammatical constructions are left unexplained.

A paragraph quoted from page 24 is but one example of the many clever scenes. In every college there is the "poor old professor" who is loved but laughed at:

—Señores . . . yo debería pronunciarles a ustedes un discurso florido, como están haciendo a estas horas en toda España mis insignes compañeros de profesorado . . . pero hace un sol muy hermoso y ustedes están deseando irse a pasear a la Alameda. . . . Y yo también: (*una pausa; una risita*.) Les he señalado de texto el Rodríguez y Gómez, porque es el menos malo de cuantos se han escrito para el caso, y se han escrito muchos. . . . Pero les voy a dar a ustedes un consejo (*otra pausa y otra risita*): que no lo estudien. Ustedes, naturalmente, ya están en ello, mas al oírme se han dicho: "¡las cosas de don Cervando!" Pues no, señor; no son cosas mías. Yo, entre un alumno que venga a examinarse y se quede callado, y otro que me diga muy bien, muy bien, el libro de texto, doy sobresaliente a aquél y suspendo a éste. . . . Vayan ustedes con Dios. Hasta mañana.

—¿Qué lección traemos?—le preguntó un pelotillero.

—Cualquiera—contestó riendo el pintoresco profesor.

Other incidents have to do with college "pranks," rows with the police, a street fight, life in a boarding house, love making and rejections and subsequent reconciliations, rivals for a Galician girl's hand and heart, studies with failures and honors in college, and finally a wedding.

This text should be a most popular one for college students who will find that student life is the same everywhere. "The point of view is consistently that of a student: the facile cynicism toward professors and subjects, the gay improvidence that left them all penniless before the twentieth of the month, the healthy love of life, the attraction of a pretty girl, the spirit of fun and mischief."

What class of Spanish will find this boring reading? Or what teacher who reads this little novel with a class can help but recollect the scenes of his own college days, and, consequently, give to his class much of genuine enthusiasm and vitality which characterize those teachers filled with the spirit of things Spanish?

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LEMAÎTRE, JULES: *Selections from Jules Lemaitre*. Edited with Introduction, Notes, and Glossary by Russell Scott. Oxford University Press. London 1930. Price 60 cents. Pages of text 74.

This book of *Selections from Jules Lemaitre* contains a *lecture* entitled *Les Vieux Livres* and five *contes* taken from his volumes of short stories. They afford good examples of his rare ability as a raconteur and show perhaps as well as any of his writings the influence which classical studies had upon his style. This influence accounts for the clarity of statement and refinement of style that give them unusual charm. As the author states in the Introduction: "The style in these stories has a simplicity and a sureness of touch that screen rather than exhibit the author's subtle criticisms of life. These elusive implications, 'but half revealed yet sure divined', have the slightly cynical yet human touch which is associated with the name of Anatole France." There is nothing in the stories to remind the reader of Lemaitre, the believer in Renanism. Running through them all is an interesting bit of romance which has as a rule enough of a historical background to lend a certain air of realism.

The Introduction puts the life and work of the author in the right perspective before the reader; his education, his work as critic, journalist, dramatist and finally his rôle in the Nationalist movement.

As there are quite a number of historical references, it is especially helpful to find that no labor was spared to make the

notes as informative and as complete as possible. They do not include, as is customary with American textbooks, translations of the difficult grammatical constructions. These have been placed under the heading of Idioms and Phrases following the Glossary. Some idioms were omitted from this list as well as from the vocabulary: *être aux anges* (p. 24 1 2); *à fendre l'âme* (p. 26 1 29); *être égal* (p. 30 1 28); *être quitte pour* (p. 46 1 29); *revenir sur ses pas* (p. 54 1 14); *avec cela* (p. 60 1 25); *dans le fond* (p. 65 1 8). A few omissions were discovered in the glossary: the meanings of *descendre*, "take down," (p. 27 1 11) *se plaindre* (p. 27 1 22); *s'assoupir* (p. 48 1 2); *outré* (p. 49 1 10); *coquillages* (p. 51 1 3); *plat à barbe* (p. 61 1 4); *feu de joie* (p. 61 1 28); *octroyer* (p. 66 1 14); *encore que* (p. 70 1 10); *se signaler* (p. 72 1 1); accent of *a* (p. 60 1 20).

The book is the result of sound scholarship and commends itself for use in our colleges and universities where it should furnish enjoyable and instructive reading to students of French literature. It is attractive in appearance and is a pleasant addition to the list of present-day textbooks.

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FRENCH SHORT STORIES. Collected and edited by Maxwell A. Smith and Helen B. Posgate. New York, Macmillan, 1930. 222 pages (127 pages of text). \$1.25.

This book contains an excellent group of short stories of high literary value. Differing greatly in tone, from Zola's sombre tale, *Le Chômage*, and Maupassant's pitiless analysis of fear in *L'Auberge*, to Daudet's touching picture of *Les Vieux*, Paul Arène's entertaining *Tambour de Roquevaire*, and Anatole France's delicately humorous (but singularly profound) *Putois*, the volume offers an appealing variety of subject. I highly recommend this collection to all teachers who wish to give their students a glimpse of the substantial literary treasures of modern France.

Each story is preceded by a two-page introduction in English devoted to the author. These necessarily brief critiques are intelligent, but cautious. S. and P. could have been more enthusiastic in their treatment of Zola, Daudet and Anatole France without exposing themselves to the charge of excessive partiality. But their estimates are accurate, and beyond any question adequate.

The remaining editorial apparatus consists of notes, exercises, and vocabulary. The notes seem to be correct and reasonably complete. Perhaps the editors would have done well to explain the *année de la Comète* (p. 122, 1.8). A full explanation in the

notes of the forest of Ardennes and Brocéliande (p. 119, 1. 14-16), rather than a short one in the vocabulary would have been desirable. As for the vocabulary, it we must have them, the present one is well made.

The exercises I find inadequate and unsatisfactory. They are composed of two sections: a questionnaire and a group of English sentences to be translated into French. With the questionnaire I have no serious quarrel. But to the English sentences for translation I have two objections: the first is that they follow the French text too closely; the second is that they do not provide sufficient training in the use of tenses (in spite of the fact that practically every sentence contains a verb). Take for example the exercise based on pages 19 to 24. The first sentence is: "I was returning from Nîmes one July afternoon." The first sentence of the text is: "C'était en revenant de Nîmes, une après-midi de juillet." The second sentence reads: "The heat was unbearable." The second sentence of the text is: "Il faisait une chaleur accablante." The fourth sentence is: "I had been walking for two hours when suddenly I saw a group of houses." The sixth sentence of the text reads: "Je marchais . . . depuis deux heures, quand tout à coup, devant moi, un groupe de maisons blanches se dégagea de la poussière de la route." The transfer from one language to the other is so obvious and so mechanical as to give the student little insight into the expressions used. Furthermore, in all the 14 sentences of this exercise, the verb tenses to be used (with possibly two exceptions) are so evident that even first year students ought to have no difficulty with them. Now in reality the proper use of tenses is a very difficult acquisition. Students should be confronted at an early date with a *connected* text in which the English tenses are so presented as to make the student appreciate the nice distinctions that exist in both languages and particularly in the French. There are, furthermore, helpful exercises which can be made. Transposition from direct to indirect discourse is one such exercise; transposition, in a narrative passage, from the historical present to the past is another and more valuable exercise. And those exercises are by no means the only type which help the student to an understanding of the structure of the French language.

In conclusion, I should say that this edition of *French Short Stories* is admirable for reading purposes. It contains material which should interest, move, and charm our students. But as a book which may aid students to inquire into and overcome difficulties of syntax and idiom, it leaves much to be desired.

A few misprints have been noted: p. 7, 1. 12, *sausse* for *sauce*; p. 60, 1. 11, *demeur. Iles* for *demeure. Ils*; p. 88, 1. 6, *avis* for *avais*; p. 104, quot. 1. 3, *une arbre* for *un arbre*.

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